

Literature Circles Meet Core Knowledge

Grade Level: Second Grade
Written by: Kim Young, Platte River Academy, Highlands Ranch, CO
Length of Unit: Four lessons to be used throughout the year to introduce, practice, and give opportunities to participate in Literature Circles (30-45 minute lessons lasting from seven to fourteen days)

I. ABSTRACT

This unit presents some ideas about how to use Literature Circles with Core Knowledge literature and other literature that supports the Core Knowledge curriculum. Literature Circles provide opportunities for student-centered reading and learning through discussions with their peers. Students learn to ask questions, make personal connections and to use other critical thinking skills that will help them become lifelong readers. Use of Literature Circles in the classroom promotes enthusiasm for reading, a love of literature and helps students take responsibility for their own learning.

II. OVERVIEW

A. Concept Objectives

1. Students will read and understand a variety of materials. (**Colorado State Standard Language Arts [CSSLA] #1, Douglas County Language Arts Standard [DCLAS] #4**)
2. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (**CCSLA #4**)
3. Students will understand that literature is a record of human experience and provides insights into their own lives and other times, places, people and ideas. (**CCSLA #6, DCLAS #1**)

B. Content from the *Core Knowledge Sequence*

1. **Language Arts:** Expose to read aloud texts which can be understood when the words are read aloud and talked about with a helpful adult (p. 45).
2. **Language Arts:** Expose to many stories and non-fiction prose (p. 45).
3. **Language Arts:** Recall incidents, characters, facts, and details of stories and other texts (p. 43).
4. **Language Arts:** Discuss similarities in characters and events across stories (p. 43).
5. **Language Arts:** Pose plausible answers to how, why, and what if questions interpreting texts, both fiction and non-fiction (p. 43).
6. **Language Arts:** Explain and describe new concepts and information in own words (p. 43).
7. **Language Arts:** Produce a variety of writing and make reasonable judgments about what to include (p.43).
8. **Language Arts:** *Charlotte's Web, Peter Pan or A Christmas Carol* (p. 45)
9. **Language Arts:** Folk tales: "The Magic Paintbrush," "How Ikatomi Lost His Eyes," "Talk," "How the Camel Got His Hump," "El Pajaro Cu," "The Tongue Cut Sparrow," "The Tiger, the Brahman, and the Jackal" (p. 45)
10. **American History:** topics such as Westward Expansion, Civil War, and Immigration, Civil Rights (pp. 49-50)

C. Skill Objectives

1. Students will learn and practice all of the roles for Literature Circles.
2. Students will understand the types of thinking that good readers use when they read and practice these skills.

3. Students will listen to and follow along as a story is read aloud.
4. Students will be able to write responses to a story.
5. Students will be able to participate in meaningful discussions about a story.
6. Students will be able to share their thoughts and feelings about a story with a group.
7. Students learn to take responsibility for their own learning.
8. Students will respond to the reading by practicing their assigned role.
9. Students will understand what a folk tale is.
10. Students will learn to contrast and compare various folk tales.
11. Students will understand the difference between fiction and historical fiction.
12. Students will be able to participate in Literature Circles without the use of worksheets.
13. Students will engage in a variety of thinking skills as they read including but not limited to summarizing, questioning, making connections, analyzing, visualizing, illustrating, making judgments, critiquing, evaluating and reflecting.
14. Students will divide up their book into reading assignments for each day.
15. Students will read the assignments and prepare for discussions.
16. Students will demonstrate their thinking skills in a response journal and in meaningful discussions.
17. Students will actively participate in a Book Talk in front of the class and demonstrate their comprehension and understanding of their book.
18. Students will evaluate their own performance on a rubric.
19. Students will learn to make connections between various stories and their own lives.
20. Students will increase their vocabulary and understanding of word use in literature.
21. Students will learn to evaluate and develop an understanding of characters in literature.
22. Students will learn to summarize a story and understand the big ideas it contains.
23. Students will learn to identify and analyze important passages in a story.
24. Students will learn to visualize a story and draw an original illustration.
25. Students will learn to question as they read and vocalize those questions for a group.
26. Students will learn to ask and answer who, what, where, why, when and how questions.
27. Students will understand the difference between fiction and non-fiction.
28. Students will understand the different strategies needed for Literature (or Exploration) Circles with non-fiction books.
29. Students will understand and practice the non-fiction roles on a short non-fiction article.
30. Students will be able to write a creative book report.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Daniels, H. *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*. Portland, MA: Stenhouse, 2002. 1-57110-333-3 (read online at <http://www.stenhouse.com/0333.htm>)
- B. For Students
 1. Second grade reading and comprehension skills
 2. Experience with journal writing is helpful

IV. RESOURCES

- A. Daniels, H. *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*. Portland, MA: Stenhouse, 2002. 1-57110-333-3. (Lessons One-Four)
- B. Second Grade Core Knowledge novel (*Charlotte's Web, A Christmas Carol, Peter Pan*) (Lesson One)
- C. Hirsch, E. D. *What Your Second Grader Needs to Know*. New York, NY: Random House, 1998. 0-385-31843-X. (Lesson Two)
- D. Historical fiction books in multiple copies such as those listed in Appendix U (Lesson Three)
- E. Non-Fiction books in multiple copies such as those listed in Appendix Y (Lesson Four)

V. LESSONS

Lesson One: Introducing Literature Circles With Core Knowledge Novel (fourteen 30-45 minute lessons)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will read and understand a variety of materials.
 - b. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students will understand that literature is a record of human experience and provides insights into their own lives and other times, places, people and ideas.
 - 2. Lesson Content
 - a. *Charlotte's Web, Peter Pan or A Christmas Carol*
 - b. Expose to read aloud texts which can be understood when the words are read aloud and talked about with a helpful adult.
 - c. Recall incidents, characters, facts, and details of stories and other texts.
 - d. Discuss similarities in characters and events across stories.
 - e. Pose plausible answers to how, why, and what if questions interpreting fiction texts.
 - f. Explain and describe new concepts and information in own words.
 - g. Produce a variety of writing and make reasonable judgments about what to include.
 - 3. Skill Objective(s)
 - a. Students will learn and practice roles for Literature Circles.
 - b. Students will understand the types of thinking that good readers use when they read and practice these skills.
 - c. Students will listen to and follow along as a story is read aloud.
 - d. Students will respond to the reading by practicing their assigned roles.
 - e. Students will be able to write responses to a story.
 - f. Students will be able to participate in meaningful discussions about a story.
 - g. Students will be able to share their thoughts and feelings about a story with a group.
 - h. Students learn to take responsibility for their own learning.
- B. *Materials*
 - 1. Appendices A and B
 - 2. Copies of a second grade Core Knowledge novel for each student (*Charlotte's Web* is a good one to use because of the number of chapters-22)
 - 3. Copies of Appendices C-P for each student
 - 4. Crayons or colored pencils for each student

5. Drawing paper for each student
 6. Pencils for each student
 7. Notebooks (pocket folder with three prongs works well) for each student to keep their role worksheets in each day
- C. *Key Vocabulary*
1. Insightful-ability to see and understand clearly
 2. Shepherd-someone who leads something and takes care of it (sheep for instance)
 3. Patriot-person who loves loyally and zealously (enthusiastic, devoted to a purpose)
 4. Connoisseur- a judge, well versed, has expert knowledge
 5. Curious-eager to learn, inquisitive (careful, accurate, detailed)
 6. Connector-a person who brings two things together, links them, shows how they are associated or related
 7. Quilter-a person who stitches together pieces into a pattern

D. *Procedures/Activities*

Day One: (45 minutes)

1. Teacher will introduce or review the concept of Literature Circles with students:
 - a. *You will be learning an exciting way to read and discuss books. It is called Literature Circles.*
 - b. *What do you think Literature Circles are? Accept all answers. Jot down on the board any key words mentioned, then use those words to explain (see Appendix A for explanation).*
 - c. *You will be able to choose books that you want to read and in small groups have student-led discussions on them. Students take responsibility for their own learning.*
 - d. *In the beginning, in these discussions, each student will have a role to play to discover more about the book and share it with the group. You will need to learn all of the roles and the different types of thinking that good readers engage in as they read.*
 - e. *During the next few weeks, we will be learning about these roles and practicing them so that you will know how to participate in Literature Circles on your own.*
 - f. *Eventually, there will be no roles assigned in Literature Circles but every reader will respond to the books in a writing journal and use their notes for the discussions.*
2. Teacher will introduce the role of Insightful Illustrator:
 - a. *The role that we are going to learn about today is the Insightful Illustrator. What do you think the Insightful Illustrator will do? Accept all answers. Point out that the illustrator will make a drawing of what he sees in his mind as he hears the author's words.*
3. Class will discuss the process an illustrator might go through when illustrating a book.
 - a. *Your illustration should never be a copy of a drawing that another illustrator drew. That is what that person saw in his head as he read the words. Your drawing will be original because you are unique and what you picture is different from anyone else.*
 - b. *How could you use the space on the paper you are given? Your illustration needs to be large enough so that others can see it easily and enjoy it.*
 - c. *What else might the Insightful Illustrator do next? How might the Illustrator share his drawing with the group? The illustrator can either*

ask others in the group what they think he drew and then explain his drawing and why he drew it; or the Illustrator may explain his drawing first and tell why he chose to illustrate that scene, and then ask for comments.

- d. *What does insightful mean?*
 - e. *What type of thinking does an illustrator use?* An illustrator uses visualization and artistic skills, which means he sees pictures in his head as he reads the words. Then he puts them down on paper to share with others and to explain how he feels about the reading.
4. Students will participate in the discussion. (*Though practicing each role is the purpose of this lesson, always allow for any discussion of other ideas that are introduced by students such as connections, questions, or unknown words.*)
 5. Teacher will introduce the Insightful Illustrator role sheet (Appendix C) and review it.
 6. Give each student a copy of Appendix C to refer to as they practice.
 7. Teacher will explain that the class will practice being Insightful Illustrators as chapter one of a novel is read aloud.
 8. Students will listen to and follow along in their own copy of the novel.
 9. After the chapter is read, students will create an illustration.
 10. Teacher will discuss the guidelines for participating in Literature Circles (Appendix B).
 11. Students will share their illustrations with the class.

Day Two: (30 minutes)

1. Students will listen and follow along as chapter two is read aloud.
2. Students will illustrate something from chapter two.
3. Teacher will use a variety of ways to group students for discussions.
4. Students will discuss their illustrations in small groups with teacher observing each group for a few minutes and making anecdotal notes.
5. Students will then fill out the Insightful Illustrator worksheet (Appendix J), which will be put into a Literature Circle notebook along with their illustration.

Day Three: (45 minutes) [Note: *if using Charlotte's Web: after two days of learning a role, on the third day read a chapter of the novel without roles being assigned just for enjoyment, then continue with two days to learn and practice a new role, then one chapter with no role assigned, etc.*]

1. Teacher will introduce the role of Summary Shepherd:
 - a. *The next role that we are going to learn is the Summary Shepherd.*
 - b. *What do you think this person will do?*
 - c. *What is a summary?* A summary is several sentences that give the big picture of what happened.
 - d. *Who could give me a summary of chapter one? Two?*
 - e. *What does a shepherd do?*
 - f. *What type of thinking does a summarizer use?* A summarizer uses condensing and analytical skills while evaluating what is most important.
2. Students will participate in the discussion.
3. Teacher will introduce the Summary Shepherd role sheet (Appendix D) and review it.
4. Teacher will provide students with a copy of Appendix D to use while preparing their summary.
5. Students will listen and follow along as chapter three is read aloud.
6. Students will write a several sentence summary of the chapter.
7. Students will share and discuss their summaries, and rethink as needed.

Day Four: (30 minutes)

1. Students will listen and follow along as chapter four is read aloud.
2. Students will write a summary of chapter four and share these in small groups.
3. Students will fill out Summary Shepherd worksheet (Appendix K) and put into notebook.

Days Five and Six: (45 and 30 minutes)

1. Teacher will introduce the role of Word Watchdog:
 - a. *The role for today is the Word Watchdog.*
 - b. *What do you think the Word Watchdog will be doing?* The Word Watchdog will be watching for words—unknown words, interesting words, unusual words, fun words that the author uses—and will share those words with the group.
 - c. *If the Watchdog does not know what a word means, how can he share it with the class?* He might look the word up in the dictionary or look for meaning in the text.
 - d. *Besides explaining what a word means, what else might the Word Watchdog do?* He should tell why he chose each word or tell how it was important to the story.
 - e. *What type of thinking does a Word Watchdog use?* The Word Watchdog will wonder about, take notice of, and evaluate which words to share.
2. Students will participate in the discussion.
3. Teacher will introduce the Word Watchdog role sheet (Appendix E) and review it.
4. Teacher will distribute copies of Appendix E for each student to use during the reading.
5. Students will each be given two or three sticky notes to mark the place of the words they want to highlight.
6. Students will listen and follow along as chapter five is read aloud.
7. Students will mark at least two words in the chapter with their sticky notes.
8. Students will share their words with the class.
9. The next day, teacher will read aloud chapter six, have the students practice being Word Watchdogs and then have them share in small groups. (*This may seem like a lot of repetition but will pay off when students move into student-directed Literature Circles.*)
10. Students will fill out the Word Watchdog worksheet (Appendix L) and put it into notebook.

Days Seven and Eight: (45 and 30 minutes)

1. Teacher will introduce the role of Passage Patriot using the ideas from the role sheet (Appendix F) in the same manner as the other roles were introduced. A passage is several sentences or a paragraph; a small selection of a story.
 - a. *The role for today is the Passage Patriot.*
 - b. *What is a patriot?* A patriot is a person who loves loyally and zealously (enthusiastic, devoted to a purpose).
 - c. *What is a passage?* A passage is a group of sentences, a paragraph, several small paragraphs, or part of a longer paragraph.
 - d. *What might a Passage Patriot do?* He might be enthusiastic about a certain passage and share it with the group.
 - e. *How can a Passage Patriot share a passage with a group?* The passage could be read aloud to the group, the group could read it silently, someone could be assigned to read it aloud, then discuss it.

- f. *Why might a Passage Patriot choose a certain passage to share?* A passage might be chosen because it is funny, exciting, descriptive, important to the story, puzzling, or not easy to understand.
 - g. *What kind of thinking skills will the Passage Patriot use?* The Passage Patriot will use oral and dramatic skills, analyze the reading and make judgments about what to share; he will decide what needs to be savored and revisited.
2. Students will participate in the discussion.
 3. Teacher will introduce the Passage Patriot role sheet (Appendix F) and review it.
 4. Students will each receive a copy of Appendix F to use for practice.
 5. Students will each receive two sticky notes to mark passages.
 6. Students will listen and follow along as chapter seven is read aloud.
 7. Students will mark passages with sticky notes and share those passages with the class.
 8. The next day, students will listen and follow along as chapter eight is read aloud, mark passages with sticky notes and share in small groups.
 9. Students will fill out Passage Patriot worksheet (Appendix M) and put into notebook.

Days Nine and Ten: (45 and 30 minutes)

1. Teacher will introduce the role of Character Connoisseur.
 - a. *What is a character?* Someone or something that a story is written about.
 - b. *What is a connoisseur?* A connoisseur is a judge, someone with expert knowledge, or someone well versed about something.
 - c. *What might a Character Connoisseur do?* A Character Connoisseur would become an expert about a certain character.
 - d. *What types of things might a Character Connoisseur want to share about a character?* He might share the personality of a character, his motivation (why he does things), how he is important to the story, what he thinks, how he behaves, how he changes in the story, how the author makes him come alive, whether or not the Character Connoisseur is like the character, or how he feels about the character.
 - e. *What type of thinking does the Character Connoisseur use?* The Character Connoisseur will be evaluating the characters (person, or personified animal or thing in a story or novel) and making judgments about them. He will also be tuning into what makes the characters “tick.”
2. Students will participate in the discussion.
3. Teacher will introduce the Character Connoisseur role sheet (Appendix G) and review it.
4. Students will receive a copy of Appendix G to use while practicing.
5. Students will listen and follow along as chapter nine is read aloud.
6. Students will share their character analysis with the class.
7. The next day, students will listen and follow along as chapter ten is read aloud, make a character analysis and share in small groups.
8. Students will fill out Character Connoisseur worksheet (Appendix N) and put into notebook.

Days Eleven and Twelve: (45 and 30 minutes)

1. Teacher will introduce the role of Curious Connector.
 - a. *What does curious mean?* Being curious means being eager to learn, inquisitive (careful, accurate, detailed).

- b. *What is a connector?* A connector is a person who brings two things together or links them and shows how they are associated or related.
 - c. *What might a Curious Connector do?* A Curious Connector might connect something from the book with something from his own life.
 - d. *What types of connections might a Curious Connector make?* He might connect to something from home, family, school, his neighborhood, or the news. He might connect to his own feelings, a similar experience, what he is studying at school or other books.
 - e. *What type of thinking does the Curious Connector use?* The Curious Connector will use associative thinking by making connections to other parts of his life. He will also use reflective thinking.
2. Students will participate in the discussion.
 3. Teacher will introduce the Curious Connector role sheet (Appendix H) and review it.
 4. Students will receive a copy of Appendix H to use while practicing.
 5. Students will listen and follow along as chapter eleven is read aloud, make notes of their connections and share their connections with the class.
 6. The next day, students will listen and follow along as chapter twelve is read aloud, make their connections, and share them in a small group.
 7. Students will fill out the Curious Connector worksheet (Appendix O) and put into notebook.

Days Thirteen and Fourteen: (45 and 30 minutes)

1. Teacher will introduce the role of Question Quilter. A question is an asking, an inquiry or something that can be debated, challenged, resolved or discussed.
 - a. *What is a quilt?* A quilt is a blanket made of little pieces of fabric sewn together to form a pattern. *What does a quilter do?* A quilter puts the pieces together to form the pattern.
 - b. *What might a Question Quilter do in a Literature Circle?* A Question Quilter might tie the different pieces of the story together and help others see the patterns.
 - c. *In Literature Circles, we talk about “fat” and “skinny” questions. What would be a skinny question?* A skinny question is a question with only one answer. *What would be a fat question?* A fat question is one that calls for an opinion or an expression of feelings. *Who can give an example of a skinny question? How can we change that question into a fat question? What might be some other fat questions that could be asked by the Question Quilter?* The Question Quilter might ask why did the character do that? What is going to happen next? How did you feel about the problem or character? Could this have really happened? What part of the story made you feel happy, sad, confused, surprised? Why do you think . . .? What makes you think that? What did you want to know when you were finished?
 - d. *What type of thinking does the Question Quilter do?* The Question Quilter will use questioning skills. He will wonder, analyze, challenge, critique, and use interpretive thinking as he forms his questions. The Questioner will help to bring all of the information together and help all readers understand better what they have read just as a quilter of fabric brings pieces together to form a beautiful pattern.
2. Students will participate in the discussion.
3. Teacher will introduce the Question Quilter role sheet (Appendix I) and review with the students.

4. Students will receive a copy of Appendix I to use while preparing their questions.
 5. Students will listen and follow along as chapter thirteen is read aloud, write down their questions, and share their questions with the class.
 6. The next day, students will listen and follow along as chapter thirteen is read aloud, write down their questions, and ask their questions in a small group, and let other students answer them.
 7. Students will fill out the Question Quilter worksheet (Appendix P) and put into notebook.
- E. *Assessment/Evaluation*
1. Observation by teacher
 2. Anecdotal notes taken as teacher observes students practicing Literature Circles
 3. Literature Circle notebooks containing worksheets

Lesson Two: Discovering Folk Tales Using Literature Circles (seven-twelve 30 minute class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will read and understand a variety of materials.
 - b. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students will understand that literature is a record of human experience and provides insights into their own lives and other times, places, people and ideas.
2. Lesson Content
 - a. Folk Tales--“Magic Paintbrush,” “How Ikotomi Lost His Eyes,” “Talk,” “How the Camel Got His Hump,” “El Pajaro Cu,” “The Tongue Cut Sparrow,” “The Tiger, the Brahman, and the Jackal.”
 - b. Recall incidents, characters, facts, and details of stories and other texts.
 - c. Discuss similarities in characters and events across stories.
 - d. Pose plausible answers to how, why, and what if questions interpreting fiction.
 - e. Produce a variety of writing and make reasonable judgments about what to include.
3. Skill Objective(s)
 - a. Students will understand what a folk tale is.
 - b. Students will read folk tales in Literature Circles.
 - c. Students will respond to the reading by practicing their assigned role.
 - d. Students will practice all of the roles for Literature Circles.
 - e. Students will participate in meaningful discussions of a story.
 - f. Students will learn to contrast and compare various folk tales.
 - g. Students will learn to make connections between various stories and their own lives.
 - h. Students will increase their vocabulary and understanding of word use in literature.
 - i. Students will learn to evaluate and develop an understanding of characters in literature.
 - j. Students will learn to summarize a story.
 - k. Students will learn to identify and analyze important passages in a story.
 - l. Students will learn to visualize a story and draw an original illustration.
 - m. Students will learn to question as they read and vocalize those questions for a group.

- n. Students will learn to ask and answer who, what, where, why, when and how questions.

B. *Materials*

1. Six-twelve copies of each of the folk tales
2. Pencils for each student
3. Sticky notes for each student in journals
4. Journals for each role for each Literature Circle with seven copies of role worksheets in each (Appendices I-P or adaptations there of), sticky notes, and blank notebook paper
5. Copies of role sheets (Appendices C-H) for each Literature Circle -one of each of the seven roles times the number of Literature Circles [these could be copied on cardstock and laminated for future use]
6. Crayons or colored pencils for illustrators
7. Folder for each Literature Circle

C. *Key Vocabulary*

1. Folk tale-traditional story often from a country or group of people which may teach a moral or lesson or explain some occurrence in nature; setting is often important to the story; characters are often personifications

D. *Procedures/Activities*

1. Students will participate in a discussion of what a folk tale is.
 - a. *What is a folk tale?* (see vocabulary above)
 - b. *How is a folk tale different from a tall tale?* A tall tale is usually a story about a person that may have a bit of truth in it but it is embellished with a lot of humorous exaggeration.
 - c. *Can anyone name a folk tale they have heard?*
2. Teacher will introduce the folk tales and give a short summary of each.
3. Students will choose their first, second and third choice of the Core Knowledge folk tales for second grade that they want to read first (Appendix Q).
4. Teacher will group the students into Literature Circles by their choices. Students could remain in these groups throughout this unit. Groups should consist of no more than six students.
5. Teacher will make copies of Appendices J-P (white out the chapter reference at the top), seven for each Literature Circle role journal.
6. Teacher will include sticky notes and blank notebook paper in the journals for notes, responses and illustrations.
7. Students will choose a role to take for the first story and take the role sheet and journal for that role to use while reading.
8. Students will read the chosen folk tale. Students may choose to take turns reading aloud, buddy read, or read silently.
9. Students will complete the role worksheet or respond in a journal.
10. Students will participate in a meaningful discussion of their story using their worksheets and journals as a guide for the discussion.
11. Students in each Literature Circle will compile their worksheets or notes into a folder after each story is read, and hand it into the teacher.
12. Teacher will review worksheets and return folder to students each day.
13. Students will choose a new story and repeat this process with all seven folk tales.
14. Students will rotate their role with each story until they have practiced all six.
15. Teacher will discuss with students about the connections between these different stories. How are they similar or different? Teacher will explain that this would make a good discussion topic in their Literature Circles.

16. After all of the stories are read, students will fill in similarities and differences on two folk tales on Appendix R.
 17. Students will participate in a class discussion of the similarities and differences of two of the folk tales.
 18. Teacher will use an overhead or chalkboard to record student responses.
 19. Students will complete an extension or response activity (5 minute limit) with their Literature Circle on a folk tale of their choice (Appendices S and T).
 20. Students may choose to work with their whole Literature Circle, or divide off into smaller groups.
 21. Students will be able to explain how their activity relates to the story.
 22. Students will have two class periods to prepare the activity.
 23. Students will be given a copy of the rubric to use in planning their activity.
 24. Students will present their activities.
- E. *Assessment/Evaluation*
1. Observation
 2. Folders on each story
 3. Extension or Response Activities
 4. Rubric for Extension or Response Activity (Appendix T)

Lesson Three: Literature Circles Take On Historical Fiction (five to ten 30 minute lessons depending on length of books chosen)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will read and understand a variety of materials.
 - b. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students will understand that literature is a record of human experience and provides insights into their own lives and other times, places, people and ideas.
 2. Lesson Content
 - a. Recall incidents, characters, facts, and details of stories and other texts
 - b. Discuss similarities in characters and events across stories
 - c. Pose plausible answers to how, why, and what if questions interpreting fiction
 - d. Explain and describe new concepts and information in own words
 - e. Produce a variety of writing and make reasonable judgments about what to include
 - f. Any of the following American History topics: Westward Expansion, Civil War, or Immigration
 3. Skill Objective(s)
 - a. Students will understand the difference between fiction and historical fiction.
 - b. Students will be able to participate in Literature Circles without the use of worksheets.
 - c. Students will engage in a variety of thinking skills as they read including but not limited to summarizing, questioning, making connections, analyzing, visualizing, illustrating, making judgments, critiquing, evaluating and reflecting.
 - d. Students will divide up their book into reading assignments for each day.
 - e. Students will read the assignments and prepare for discussions.

- f. Students will demonstrate their thinking skills in a response journal and in meaningful discussions.
 - g. Students will actively participate in a Book Talk in front of the class and demonstrate their comprehension and understanding of their book.
 - h. Students will evaluate their own performance on the rubric (Appendix W).
- B. *Materials*
- 1. Historical fiction books in multiple copies, one book for each student
 - 2. Journals for each student
 - 3. Sticky notes for each student
 - 4. Pencils for each student
 - 5. Book Ballots for each student
 - 6. Appendix V
 - 7. Copies of Appendix W for each Literature Circle
- C. *Key Vocabulary*
- 1. Historical fiction-made up stories and characters set within a real period of history; the historical setting is an important part of the story
- D. *Procedures/Activities*
- 1. Teacher will prepare a Book Ballot similar to Appendix Q with the available book titles listed.
 - 2. Teacher will introduce the historical fiction books to the students.
 - 3. Students will choose a historical fiction book to read in Literature Circles (see Appendix U for suggestions of books that connect to curriculum).
 - 4. Students will have progressed in their good reader skills so that they will be able to participate in Literature Circles without using the role worksheets.
 - 5. Students will write their responses to the reading in their journals and use the various thinking skills that they have learned and practiced.
 - 6. Students will read each assignment or chapter and make notes in their journal about the reading that they will share with the group during the discussions.
 - 7. Teacher will have role sheet available for each group to refer to as needed during their discussion.
 - 8. After completion of their book, each Literature Circle will present their book to the class in a Book Talk format such as is done on Oprah or any talk show (10 minutes in length).
 - 9. Teacher may act as moderator of the Book Talk or choose another student to do so (see Appendix V for question ideas).
 - 10. Teacher will introduce the rubric for assessment of Book Talks (Appendix W) about historical fiction books and discuss with students.
 - 11. Students will participate in the Book Talk with their Literature Circle.
 - 12. All students will actively participate by discussing their book and answering questions from moderator and audience.
 - 13. Teacher will fill out rubric with each Literature Circle in a conference after their Book Talk.
 - 14. Students will fill out the self-assessment portion of the rubric.
- E. *Assessment/Evaluation*
- 1. Observation
 - 2. Anecdotal Notes
 - 3. Review of journals
 - 4. Book Talks
 - 5. Rubric for Book Talks (Appendix W)

Lesson Four: Non-Fiction Works with Literature Circles, Too! (five to ten 30 minute lessons depending on length of books chosen)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will read and understand a variety of materials.
 - b. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students will understand that literature is a record of human experience and provides insights into their own lives and other times, places, people and ideas.
2. Lesson Content
 - a. Recall incidents, characters, facts, and details of stories and other texts
 - b. Pose plausible answers to how, why, and what if questions interpreting non-fiction
 - c. Explain and describe new concepts and information in own words
 - d. Produce a variety of writing and make reasonable judgments about what to include
 - e. American History topics: Westward Expansion, Civil War, Immigration.
3. Skill Objective(s)
 - a. Students will understand the difference between fiction and non-fiction.
 - b. Students will understand the different strategies needed for Literature (or Exploration) Circles with non-fiction books.
 - c. Students will understand and practice the non-fiction roles on a short non-fiction article.
 - d. Students will engage in a variety of thinking skills as they read including but not limited to summarizing, questioning, making connections, analyzing, visualizing, illustrating, making judgments, critiquing, evaluating and reflecting.
 - e. Students will demonstrate their thinking skills in a response journal and in meaningful discussions of a non-fiction book.
 - f. Students will be able to write a creative book report.
 - g. Students will be able to assess their own performance on a rubric.

B. *Materials*

1. Appendix X
2. Copies of a short non-fiction article for each student
3. Multiple copies of grade level appropriate non-fiction books, one book for each student
4. Copies of a Book Ballot for each student
5. Journals for each student
6. Pencils for each student
7. Copies of Appendix Z for each student
8. Two copies of Appendix AA for each student

C. *Key Vocabulary*

1. Non-fiction-writing that is true and factual

D. *Procedures/Activities*

1. Teacher will introduce some new roles for non-fiction books (Appendix X).
2. Teacher will instruct students on the differences in working with non-fiction books.
3. Students will practice new roles on a short, non-fiction article.
4. Teacher will prepare a Book Ballot for available non-fiction titles.
5. Teacher will introduce the non-fiction books to the students.

6. Students will choose a non-fiction book to read in Literature Circles.
 7. Students will be placed into groups by book choice.
 8. Teacher will remind students about making connections between these non-fiction books and the fiction books they have read as well as to their own lives.
 9. Students will participate in Literature Circles on their chosen book using their journals and response strategies and a variety of thinking skills.
 10. Students will write an individual book report on their non-fiction book. Creative book reports could include a travel poster or brochure, news report, “this is your life” book, picture book history, diary, written critic report, etc.
 11. Teacher will explain the rubric for the book reports (Appendix Z).
 12. Teacher will explain the peer assessment form (Appendix AA) and discuss with students how to assess someone else’s work, how to be fair, and how to be honest, and how to give constructive feedback.
 13. Students will assess the book reports of four students that were not in their Literature Circle.
- E. *Assessment/Evaluation*
1. Non-fiction role practice
 2. Observation
 3. Book reports
 4. Book report rubric
 5. Peer assessment forms

VI. CULMINATING ACTIVITY

- A. Create a class time line of all the books completed during the year in Literature Circles. Each student chooses one from the list of books read and designs a cover to be placed on the time line. Students may have to do some research to determine time of more modern books. A Literary Celebration is held to celebrate the wonderful abilities of the skilled readers in the class. Parents, families, friends can be invited to rotate around the room and view displays, see videos, watch reenactments of past projects as each student celebrates a book they have read in some way.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: What Are Literature Circles?
- B. Appendix B: Guidelines for Literature Circle Participants
- C. Appendix C: Insightful Illustrator Role Sheet
- D. Appendix D: Summary Shepherd Role Sheet
- E. Appendix E: Word Watchdog Role Sheet
- F. Appendix F: Passage Patriot Role Sheet
- G. Appendix G: Character Connoisseur Role Sheet
- H. Appendix H: Curious Connector Role Sheet
- I. Appendix I: Question Quilter Role Sheet
- J. Appendix J: Insightful Illustrator Worksheet
- K. Appendix K: Summary Shepherd Worksheet
- L. Appendix L: Word Watchdog Worksheet
- M. Appendix M: Passage Patriot Worksheet
- N. Appendix N: Character Connoisseur Worksheet
- O. Appendix O: Curious Connector Worksheet
- P. Appendix P: Question Quilter Worksheet
- Q. Appendix Q: Folk Tale Choice Sheet
- R. Appendix R: Comparison of Folk Tales
- S. Appendix S: Literature Circle Extension or Response Activities

- T. Appendix T: Rubric for Literature Circles Extension or Response Activities
- U. Appendix U: Historical Fiction Books
- V. Appendix V: Book Talks
- W. Appendix W: Rubric for Book Talks
- X. Appendix X: Non-Fiction Roles and Hints
- Y. Appendix Y: Non-Fiction Books
- Z. Appendix Z: Rubric for Book Reports
- AA. Appendix AA: Student Assessment Form

VIII. BIBLIOGRAPHY

- A. Candler, L. Teaching Recourses at <http://home.att.net/~teaching>,
- B. Daniels, H. *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*. Portland, MA: Stenhouse, 2002. 1-57110-333-3.
- C. Hill, B., Johnson, N., and Schlick-Noe, K. *Literature Circles and Response*. Norwood, MA: Christopher-Gordon, 1995. 0-926842-48-X.
- D. _____. *Literature Circles Resource Guide*. Norwood, MA: Christopher-Gordon, 2000.
- E. Hirsch, E.D. *What Your Second Grader Needs to Know*. New York, NY: Random House, 1998. 0-385-31843-X.
- F. Johnson, N. and Schlick-Noe, K. *Getting Started with Literature Circles*. Norwood, MA: Christopher-Gordon, 1999.
- G. There are many informative Literature Circle sites on the Internet. A few good ones are listed below:
 1. http://www.education-world.com/a_curr/curr259.shtml
 2. http://www.mcps.k12.md.us/curriculum/english/elg_lit_circles.htm
 3. <http://fac-staff.seattleu.edu/kschlnoe/LitCircles/>
 4. http://www.stemnet.nf.ca/CITE/lang_lit_circles.htm

Appendix A
What are Literature Circles?

What Are Literature Circles?

Readers have a natural need to share responses to books. Talking about books deepens our understanding of them as we explore literature together. Literature Circles provide the power of working together and give natural support for at-risk students. Students learn to provide well-supported evidence from text for their ideas and they learn to discuss, respond, and reflect upon what they read.

1. Students will independently choose what they want to read from a variety of offerings.
2. Small informal groups are formed by choice of book and are constantly changing as new books are chosen.
3. Meetings to discuss books are regular and scheduled.
4. Students use their own notes and drawings, which reflect their ideas as springboards for discussion.
5. Students take responsibility for topics that are discussed and share equally to keep discussion going. Students will develop and pursue their own discussion.
6. Meetings should be natural, free-flowing, friendly conversations about books with students making personal connections with what they read.
7. The teacher is not a member of any group but may join any group for a short time to facilitate discussions or for assessment.
8. This should be a fun and meaningful reading activity that is enjoyed by the students. There should be excitement in the room.
9. Upon completion, students should share their books with the class and then choose new books in new groups and begin again.
10. Assessment is by teacher observation and evaluation by students of their own work individually and as a group.

Using role sheets helps students to learn and practice the different types of thinking that good readers use. After these skills are learned and understood, the goal is to have all readers participate by using a variety of thinking and responses—noticing a key word, visualizing a scene, questioning a character’s motive, etc.

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels.

Appendix B
Guidelines for Literature Circle Participants

Guidelines for Literature Circle Participants:

- ~Keep to the topic of the literature being discussed**
- ~One speaker at a time**
- ~Let other people talk**
- ~Take your turn at listening**
- ~Look at the speaker**
- ~Share your ideas**
- ~Show respect for others' ideas**
- ~Make appropriate comments**
- ~Disagree constructively**
- ~Make sure that everyone gets a chance to share**
- ~Explain your thinking**
- ~Support your opinion with evidence from the text**
 What words or pictures in the reading made you
 think of your idea? Be able to show where it is
 found.
- ~Support your ideas with your own experience**
 What happened in your life that is like this?
 Who do you know that is like that?

- ~HAVE FUN!!!!**

Insightful Illustrator



What do you see in your head as you read?

Draw it!

You do not have to draw an actual event or scene from the story; you may draw your **thoughts, feelings** or **connections**.

Draw an **important idea** from the reading, the **setting**, the **problem**, an **exciting** or **interesting part**.

Never copy an illustration that someone else has drawn.

Make a note of why you chose to draw this illustration.

Questions You Can Ask:

What do you think my illustration is about?

(Tell why you chose to draw your illustration, what it means and where it came from.)

Ask for comments.

What did you picture as you were reading?

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels.

Summary Shepherd



As you read, think about the most important or **big ideas**. These should be the **key points** or main **highlights** of the reading assignment.

Think about a few sentences that tell **who** is doing **what**. You might also want to add the **when, where, why** or **how**.

Questions You Can Ask:

What did you think was the most important idea in the reading? Why?

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels.

Word Watchdog



Watch for a few words that have special meaning. These could be words that are **puzzling, new, important, funny, difficult, help in understanding the story, or are repeated a lot.**

When you find a word that you want to talk about, mark it with a sticky note or write it down on your journal page (write the page and paragraph where you found it). You can look up the word in the dictionary or reread text for meaning.

Questions you can ask:

Does anyone know what this word means? (How? Prior knowledge, text, dictionary)

How does this word fit in the story? Help you understand?

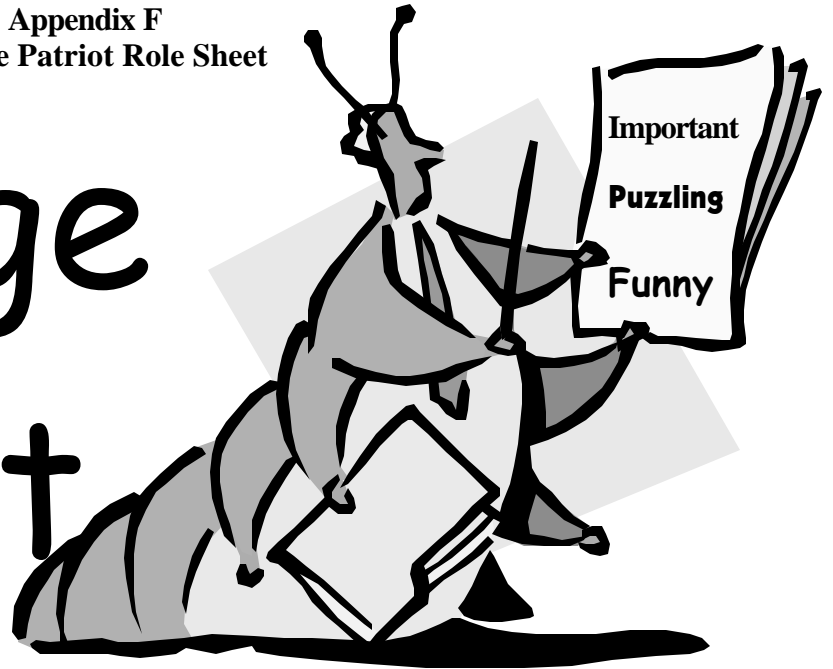
How does this word make you feel?

Can you draw the word?

What words did you make note of?

Adapted from Literature Circles, Voice and Choice in Book Clubs and Reading Groups, Harvey Daniels.

Passage Patriot



Choose a memorable part of the reading that you want to **share** with the group. This part could be **important** to the story, **puzzling**, **unusual**, **funny**, **exciting** or **descriptive**.

Decide how you will share it with the group:

- you could read it aloud,
- ask someone else to read it,
- all read silently and then discuss it.

Jot down the page and paragraph of the passage or mark with a sticky note. Make notes on why you picked the passage.

Questions You Can Ask:

How does this passage make you feel?

Why did the author include this part in the story?

What did the author do that was different, special, humorous, etc. with words in this passage?

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels.

Character Connoisseur



Think about the characters.

What are their **personalities**?

What do they **think**? How do they **behave**?

How do they **change** during the reading?

What is their **motivation** (reason, intention)?

How is a character **important to the story**?

What does the author do to make the character **come alive**?

Make some notes on the ideas that you want to share.

Questions You Can Ask:

Would you have behaved differently than the character?

Which character would you most like to be?

Which character is most like you?

How did you feel about the character?

Would the character make a good friend?

Adapted from Literature Circles, Voice and Choice in Book Clubs and Reading Groups, Harvey Daniels.



Curious Connector

Look for connections **between** the reading and the world we live in.

Think about what the reading **reminds you of**.

You could make connections to:

your life-home, family, school, friends, neighborhood

your feelings

your experiences-another time when something

similar happened

what you are studying in school

headlines

other books

Questions You Can Ask:

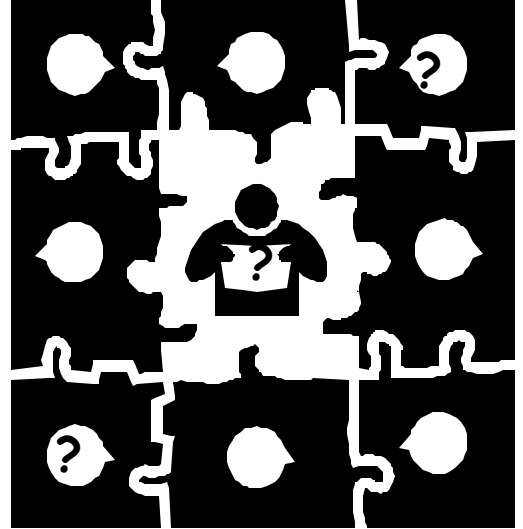
What connection did you make?

How did you **feel** about that?

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*,
Harvey Daniels.

Appendix I
Question Quilter Role Sheet

Question Quilter



Write down a few questions that you asked yourself as you read.

Write them down as you think of them.

Think of questions to ask that have **more than one answer** ("Fat" questions) and require others to take a stand or voice an **opinion**.

What were you **wondering** about? Why did the character do that? What is going to **happen next**? How did the author make you **feel** about the problem or a character?

Could this have really happened?

What would you like to ask the author or a character?

What part of the story made you **feel** sad, angry, curious, surprised, confused, happy? Write down your **reactions**.

What did you **want to know** when you were finished?

Why do you **think . . .**? What makes you think that?

How would you **improve** the story?

What **information** did you learn that helped you?

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels.

Appendix J
Insightful Illustrator Worksheet

Name _____ Chapter _____
Date _____

Insightful Illustrator

Write two sentences explaining your illustration.



Write a sentence or two telling why you chose to create this illustration or how it makes you feel.

Write down one comment that someone else made about your illustration.

Appendix K
Summary Shepherd Worksheet

Name _____ Chapter _____

Date _____



Summary Shepherd

Write a summary of the reading in complete sentences.

Tell why this is a good summary.

This is a good summary because _____

Appendix L
Word Watchdog Worksheet

Name _____ Chapter _____

Date _____

Word Watchdog

Choose two words that you want to share. First, write each word on a line, then tell two of the following about your word: why you chose this word, what it means, why it is important to the story, or how it made you feel.



1. _____

2. _____

Appendix M
Passage Patriot Worksheet

Name _____ Chapter _____

Date _____



Passage Patriot

Write down your favorite sentence of the passage you chose. Write down the page number and paragraph where this passage is found.

Page _____ Paragraph # _____

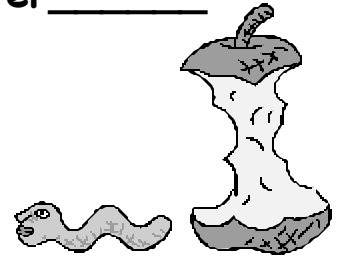
Write two sentences about why you chose to revisit this passage or how it makes you feel.

Appendix N
Character Connoisseur Worksheet

Name _____ Chapter _____

Date _____

Character Connoisseur



Write the name of your chosen character on the line below.

Now answer two of the questions from the Character Connoisseur role sheet about your character. Write using complete sentences.

Appendix O
Curious Connector Worksheet

Name _____ Chapter _____

Date _____



Curious Connector

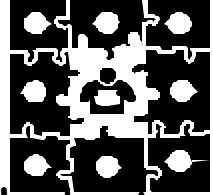
in the book reminds me of _____

Write a sentence about a connection that someone else made to the story.

Appendix P
Question Quilter Worksheet

Name _____ Chapter _____

Date _____



Question Quilter

Write down two of the questions that you could ask about the story. Explain how the question either helped you understand the story better or what you learned by asking the question.

1. _____

2. _____

Appendix Q
Folk Tale Choice Sheet

Name _____

Folk Tale Tally-write a 1 in the diamond of your 1st choice, a 2 in your 2nd choice, and a 3 in your 3rd choice.

- "The Magic Paintbrush"
- "Talk"
- "How Ikatomi Lost His Eyes"
- "How Camel Got His Hump"
- "El Pajaro Cu"
- "The Tongue Cut Sparrow"
- "The Tiger, the Brahman, and the Jackal"

Appendix R
Comparison of Folk Tales

Name _____

Date _____

Comparison of Folk Tales:

Titles: _____

Similarities:	Differences:

Appendix S
Literature Circle Extension/Response Activities

Literature Circle Extension/Response Activity List:

- Act out a scene from the story in person or on video
- Create a Reader's Theater of a scene
- Act out a "lost" scene of the story
- Make up another ending for the story
- Create a sequel to the story
- Create a new character for the story
- Rewrite the story as a picture book with simpler language
- Make a cover for the story
- Read selected passages with commentary and discussion
- Retell using the overhead projector for illustrations
- ABC book with a page for every letter
- Make a time line of the story
- Make a collage representing characters
- Create some artistic representation interpreting the story (poem, clay, paint, diorama, dance, song)
- Advertise the story with poster or video
- Make up a puppet show or flannel board pieces for the story
- Write a letter recommending the book
- Make a mural
- Make a map of the story
- Make a six sided cube with scenes from the story
- Write a letter to or from the character
- Act out a character with props and costumes
- Write a diary of a character
- Do a news broadcast or talk show about the happenings in a story
- Do an interview with a character or readers-on-the-street interview
- Interview the author or do a report on the author's life

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Daniels and *Literature Circles and Response*, Hill, Johnson, Schlick-Noe.

Appendix T
Rubric for Literature Circles Extension /Response Activity

Names _____

Date _____

Title of Story _____

Rubric for Literature Circle Extension/Response Activity:

	<u>Yes</u> 10 pts.	<u>So-so</u> 5 pts.	<u>No</u> 0 pts.
All members of the group participated in a meaningful way.			
Students showed creativity in the way they shared the story.			
Students showed that they understood the story.			
This project displayed how students felt about the story.			
Students stayed within the 5 minute time limit.		XXXX	
Students were well prepared.			
Students enjoyed themselves in preparation.			
Students enjoyed themselves in presentation.			
Group evaluation: Our group was Terrific (20 pts.), Good (15 pts.), Okay (10 pts.)			
Possible points=100	Totals:	+	+
Grand Total:			=

Appendix U

Historical Fiction Books

Westward Expansion:

- ~Bolognese, D. *Little Hawk's New Name*. New York, NY: Scholastic, 1995. 0-590-48292-0.
- ~Brenner, B. *Wagon Wheels*. New York, NY: HarperCollins, 1978. 0-06-020668-3.
- ~Coerr, E. *Buffalo Bill and the Pony Express*. New York, NY: HarperCollins, 1995. 0-06-444220-9.
- _____ *Chang's Paper Pony*. New York, NY: HarperCollins, 1988. 0-06-444163-6.
- _____ *The Josephina Story Quilt*. New York, NY: HarperCollins, 1986. 0-06-444129-6.
- ~Hooks, W. *Pioneer Cat*. New York, NY: Random House, 1988. 0-394-82038-X.
- ~MacLachlan, P. *Sarah, Plain and Tall*. New York, NY: HarperCollins, 1985. 0-06-024101-2.
- ~Osborne, M. *Buffalo Before Breakfast*. New York, NY: Scholastic, 1999. 0-439-08673-6.
- ~Parrish, P. *Good Hunting, Blue Sky*. New York, NY: HarperCollins, 1988. 0-06-444148-2.
- ~Sandin, J. *Pioneer Bear*. New York, NY: Random House. (copyright page left out) 0-7857-6605-7.
- _____ *The Long Way Westward*. New York, NY: HarperCollins, 1989. 0-06-444198-9.
- ~Wilder, L. *Pioneer Sisters (A Little House Chapter Book text adapted from Little House on the Prairie)*. New York, NY: Scholastic, 1997. 0-590-12976-3. Other titles:
 - Animal Adventures*. 1997. 0-06-442050-7.
 - Laura and Nellie*. 1998. 0-06-442060-4.
 - School Days*. 1997. 0-06-442049-3.
- _____ *My First Little House Books* series (adapted from *Little House in the Big Woods*. New York, NY: HarperCollins. Titles include:
 - Christmas in the Big Woods*. 1995. 0-06-443487-7.
 - Winter Days in the Big Woods*. 1994. 0-06-443373-0.
 - The Deer in the Wood*. 1995. 0-06-443498-2.
 - Going to Town*. 1995. 0-694-00955-5.
 - Dance at Grandpa's*. 1994. 0-06-023878-X.(Picture books-each book could be treated as a chapter.)

Civil War:

- ~Osborne, M. *Civil War on Sunday*. New York, NY: Scholastic, 2000. 0-439-13762-4.
- ~Stolz, M. *A Ballad of the Civil War*. New York, NY: Scholastic, 1997. 0-590-81926-7.

Immigration:

- ~Cohen, B. *Make a Wish, Molly*. New York, NY: Bantam Doubleday Dell, 1994. 0-440-41058-4.
- _____ *Molly's Pilgrim*. New York, NY: Lothrop, 1983. 0-688-16279-7.
- Sandin, J. *The Long Way to a New Land*. New York, NY: HarperCollins, 1981. 0-8085-7396-9.

Appendix V Book Talks

Book Talks:

1. Literature Circle group will sit in front of the class and discuss their book with the help of a moderator.

2. The group will have 5-6 minutes for discussion, 3 minutes for questions from the class and 1 minute for a wrap up comment or recommendation. (Set a timer to keep track of time.) Another ending might be a "Consensus Highlight" from reading—one aspect or idea that everyone in the group agrees ought to be shared with the class.

Possible discussion questions:

Is there one character that is similar to you or have you had the same experience as one in the book?

Compare this character/story/event to another book.

How would you resolve the problem in the book?

What would you have done differently than the main character?

What affected you most about this book?

If you could enter this story, where would it be?

Have you read any similar books?

What emotions did you feel as you read?

Were you sorry the book ended?

Why did the author write this book? Why did the author choose the title?

Would the story have been different if you were the main character?

Does the setting/time/place of the story make a difference?

Is the story realistic?

What did the main character learn?

What did you learn from this book? What lesson did it teach?

What do you think will happen after the end of the book?

Which character changed the most? How did he or she change?

(Adapted from Teaching Recourses at <http://home.att.net/~teaching>, developed by Candler, L.)

Appendix W
Rubric for Book Talks

Date _____

Lit Circle Members:	_____	_____	_____	_____	_____	_____
Answered questions: 2 or more (20 pts), 1 (10 pts) none (0)						
Maintained good eye contact with others (5 pts), eye contact part of the time (3 pts), no eye contact (0)						
Showed understanding of book by questions asked and participation (10 pts), understood book somewhat (5 pts), did not understand (0)						
Listened to other people whenever they spoke (15 pts), listened to others most of the time (10 pts), listened a few times (5 pts), did not listen (0)						
Had good ideas that were shared many times (20 pts), shared a few good ideas (10 pts), shared one idea (5 pts), did not share ideas (0)						
Stuck to the book all of the time (5 pts), stuck to topic most of the time (3 pts), did not stick to topic (0)						
Self- Assessment Score: (25 excellent, 15 good, 5 poor)						
Total possible 100 pts						

Appendix X
Non-Fiction Roles and Hints

Exploration Circles (Literature Circles for Non-Fiction)

Additional Non-Fiction Roles:

Geographer-looks for geographic references and uses maps to locate important places

Historian-looks for the historical setting and time period; makes connections to prior knowledge of events

Statesman-looks for references to governments and laws

Use Non-Fiction that:

Is discussable

Has some kind of narrative structure

Has some conflict or danger

Has some opposition of values

Has some kind of ethical or political dimension

Has some debate or dispute

Has ideas that reasonable people can disagree about

Continue to:

Keep a response log

Mark important sections of text and your reactions

Participate effectively in the group

Reflect on and improve discussions

Respond in multiple ways with questions, connections, feelings, judgments, words, phrases, doodles

Adapted from *Literature Circles, Voice and Choice in Book Clubs and Reading Groups*, Harvey Daniels.

Appendix Y Non-Fiction Books

Non-Fiction Books:

Westward Expansion

- ~Bruchac, J. *The Trail of Tears*. New York, NY: Random House, 1999. 0-679-89052-1.
- ~Knight, A. *The Way West, Journal of a Pioneer Woman*. New York, NY: Simon & Schuster, 1993. 0-671-72375-8.
- ~Kramer, S. *Wagon Train*. New York, NY: Grosser & Dunlap, 1997. 0-448-41334-5.
- ~Levine, E. ...*If You Traveled West in a Covered Wagon*. New York, NY: Scholastic, 1986. 0-590-45158-8.

Civil War

- ~Benjamin, A. *Young Harriet Tubman*. USA: Troll Associates, 1992. 0-8167-2539-X.
- ~Connell, K. *Tales from the Underground Railroad*. Austin, TX: Raintree Steck-Vaughn Publishers, 1993. 0-8114-8063-1.
- ~Kulling, M. *Escape North! The Story of Harriet Tubman*. New York, NY: Random House, 2000. 0-375-80154-5.
- ~Levine, E. ...*If You Traveled on the Underground Railroad*. New York, NY: Simon & Schuster, 1988. 0-590-45156-1.
- ~Schroeder, A. *Minty, A Story of Young Harriet Tubman*. New York, NY: Puffin Books, 1996. 0-14-056196-X.
- ~Sullivan, G. *Harriet Tubman*. New York, NY: Scholastic, 2002. 0-439-16584-9.

- ~Adler, D. *A Picture Book of Robert E. Lee*. New York, NY: Holiday House, 1994. 0-8234-1111-7.
- ~Moore, K. ...*If You Lived at the Time of the Civil War*. New York, NY: Scholastic, 1994. 0-590-45422-6.
- ~Monsell, H. *Robert E. Lee, Young Confederate*. New York, NY: Aladdin Paperbacks, 1960. 0-02-042020-X.

- ~Adler, D. *A Picture Book of Abraham Lincoln*. New York, NY: The Trumpet Club, 1989. 0-440-84746-X.
- ~Cary, B. *Meet Abraham Lincoln*. New York, NY: Random House, 1989. 0-394-81966-7.
- ~Greene, C. *Abraham Lincoln, President of a Divided Country*. Danbury, CT: Children's Press, 1989. 0-516-04206-8.
- ~McGovern, A. ...*If You Grew Up With Abraham Lincoln*. New York, NY: Scholastic, 1992. 0-590-45154-5.
- ~Schaefer, L. *Abraham Lincoln*. Mankato, MN: Capstone Printing, 1999. 0-7368-0108-1.

Immigration

- ~Levine, E. ...*If Your Name Was Changed at Ellis Island*. New York, NY: Scholastic, 1993. 0-590-43829-8.
- ~Penner, L. *The Statue of Liberty*. New York, NY: Random House, 1995. 0-679-86928-X.
- ~Quiri, P. *Ellis Island*. New York, NY: Children's Press, 1998. 0-516-26374-9.
- ~Quiri, P. *The Statue of Liberty*. New York, NY: Children's Press, 1998. 0-516-26385-4.

Appendix Y (page 2) Non-Fiction Books

Civil Rights

Mary Bethune:

~Kelso, R. *Building a Dream*. New York, NY: Steck-Vaughn Company, 1993. 0-8114-8057-7.

Cesar Chavez:

~Schaefer, L. *Chesar Chavez*. Mankato, MN: Capstone Printing, 1999. 0-7368-0109-X.

Martin Luther King, Jr.:

~Adler, D. *A Picture Book of Martin Luther King, Jr.* New York, NY: Holiday House, 1989. 0-8234-0847-7.

~Greene, C. *Martin Luther King, Jr., A Man Who Changed Things*. Danbury, CT: Children's Press, 1989. 0-516-04205-X.

~Levine, E. *...If You Lived at the Time of Martin Luther King*. New York, NY: Scholastic, 1990. 0-590-42582-X.

~Mattern, J. *Young Martin Luther King, Jr., "I Have a Dream"*. USA: Troll Associates, 1992. 0-8167-2545-4.

~Ruffin, F. *Martin Luther King, Jr. and the March on Washington*. New York, NY: Gossett & Dunlap, 2001. 0-448-42421-5.

~Myers, W. *Young Martin's Promise*. New York, NY: Steck-Vaughn Company, 1993. 0-8114-8050-X.

~Schaefer, L. *Martin Luther King, Jr.* Mankato, MN: Capstone Press, 1999. 0-7368-0111-1.

Rosa Parks:

~Adler, D. *A Picture Book of Rosa Parks*. New York, NY: Holiday House, 1993. 0-8234-1041-2.

~Holland, G. *Rosa Parks*. Austin, TX: Steck-Vaughn, 1997. 0-8172-4451-4.

Jackie Robinson:

~Farrell, E. *Young Jackie Robinson, Baseball Hero*. USA: Troll Associates, 1992. 0-8167-2537-3.

~Greene, C. *Jackie Robinson, Baseball's First Black Major-Leaguer*. Danbury, CT: Children's Press, 1990. 0-516-04211-4.

Eleanor Roosevelt:

~Adler, D. *A Picture Book of Eleanor Roosevelt*. New York, NY: The Trumpet Club, 1991. 0-590-55907-9.

~Donnelly, S. *Eleanor Roosevelt*. New York, NY: Baronet Books, 1996. 0-86611-915-9.

Appendix Z
Peer Assessment Form for Book Reports

Date _____

Your Name _____

Name of Book Reporter _____

Title of Book _____

Tell something you learned from this report. _____

How did the reporter feel about or connect to the book?

What did you like best about this report? _____

Circle the score that you would give this report.

1	2	3	4	5	6	7	8	9	10
Needs									Terrific
Work									Job!

**Appendix AA
Book Report Rubric**

Book Report Rubric

Name _____

Date _____

						Points
Title & author of book visible	Both 10 pts.	Only one 5 pts.	None 0 pts.			
Presented 4 facts from book	4 facts 40 pts.	3 facts 30 pts.	2 facts 20 pts.	1 fact 10 pts.	0 facts 0 pts.	
Report reflects feelings about or connections to the book	Yes! 20 pts.	Some 15 pts.	So-so 10 pts.	Not Much 5 pts.	None 0 pts.	
Report is:	Excellent(10)		Good (7)		Poor(4)	
Unique/ creative idea						
Neatly done						
Colorful or artistically done						
Possible points=100				Total:		