

<b>Date</b>	<i>Lesson topic(s) and/or Essential Question(s)</i>  Literature Groups
<b>Objectives</b>	<i>What will your students know and be able to do as a result of this lesson?</i>  Students will read a novel as a class.  Students will use reading strategies to process the novel.  Students will learn about the roles involved in literature groups.
<b>Standards</b>	<i>What standards will be addressed by this lesson?</i>  1.3, 4.17, 4.19, 8.19, 8.20, 9.4, 12.3
<b>Instructional materials and resources</b>	<i>What materials, texts, manipulatives, visuals, etc. will you need for this lesson? What technological resources (if any) will you need?</i>  -Copies of reading strategy sheets -Packet of each literature group job sheet for each student.
<b>Bibliography and additional resources</b>	<i>Are there any books or websites that were used to develop this plan? Can all resources be located easily?</i>  <u>Mosaic of Thought</u>
<b>Learner Factors</b>	<i>How does this lesson accommodate different development levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter and student experiences, and or include provisions for students with particular learning differences or needs (including those students who need additional challenges)?</i>  Visual: Reading book, drawing pictures to go along with it

	<p>Auditory: Books read aloud                  Tactile:                  Kinesthetic</p>
<p><b>Instructional activities and tasks</b></p>	<p>Novels will be read in different ways and at different paces based on the length of book and choice of the teacher.</p> <p>Some suggested ways to read the book:                  **These are written in order from most teacher-directed to most student-directed. This list can be used as a continuum and a class can progress down it, or the teacher can mix it up.</p> <ol style="list-style-type: none"> <li>1. Teacher read aloud, students listen</li> <li>2. Teacher read aloud, students follow</li> <li>3. Popcorn method – students read and then pass to a classmate (usually done in a circle)</li> <li>4. Students read aloud to each other in pairs or small groups (can be loud)</li> <li>5. Students read silently in class</li> </ol> <p>Comprehension Check:                  The teacher should check for comprehension informally through conversation with the students as a group (recap of major events), and possibly through occasional quizzes on events of the book.</p> <p>Teacher-Facilitated Discussion:                  To model appropriate discussion questions, the teacher may choose to have a few teacher-facilitated discussions about the book with the class.</p> <p>Reading Strategies                  At various points during the reading of the book, introduce the reading strategies and have students complete the reading strategy sheets.</p> <p>Literature Groups                  During the course of this project, students should be introduced to the literature group jobs. Ideally, each student will have a chance to prepare each job at least once. (Later on in the unit, this can be assigned for homework.) Students should go through a complete literature group at least once during the course of the novel unit, and more than once if possible.</p> <p>Literature Group Steps</p>

	<ol style="list-style-type: none"> <li>1. Assign students in groups of a 5 to a literature group they will be meeting with throughout the book.</li> <li>2. Assign students to one of the following jobs: Literary Luminary, Vocabulary Enricher, Artful Artist, Discussion Director, and Practical Predictor.</li> <li>3. Have students get into “job groups” based on what their job is and work on sheets together. <b>(1 class period)</b></li> <li>4. Students get back into literature groups and have a literature group meeting. Students should go through jobs in the order listed above: LL, VE, AA, DD, PP. Students who finish early should spend the time updating their reading log or reading the next selection silently. <b>(1 class period)</b></li> <li>5. Next time, job groups will meet together to do the next job. Follow the order listed above (LL, VE, AA, DD, PP).</li> </ol>
<p><b>Assessment activities</b></p>	<p><i>How will you determine what the students know and are able to do during and as a result of the lesson?</i></p> <p>Character Report Card Rubric</p>
<p><b>Reflection</b></p>	<p><i>How did the lesson plan work? What was effective? What would you change for tomorrow or the next time you use this plan?</i></p>