

Literature Circles With Saskatchewan Authors

Saskatchewan School Library Association

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SASKATCHEWAN SCHOOL LIBRARY ASSOCIATION

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Learning Outcomes

English Language Arts

Listening

- Show respect for presenter's opinions and ideas through active listening and other appropriate behaviours (e.g., providing polite feedback, responding to the speaker's gestures, showing attentive body language)
- Appraise ideas for clarity and ask extending questions

Speaking

- Share ideas, observations, and experiences courteously during structured small and large group talk, and accept responsibility for fulfilling own role as a group member
- Decide what to say and how to say it
 - Seek others' viewpoints to build on personal responses and understanding
 - Respond sensitively and respectfully to others
 - Work co-operatively with others in small groups on structured tasks
 - Ask others for their ideas and express interest in their contributions
 - Show consideration for those whose ideas, abilities, and language differ from their own

Reading

- Experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors
- Set purposes and predict what text may be about
- Build connections between previous experiences, prior knowledge, and a variety of texts
- Use a dictionary to determine word meaning
- Notice how descriptive and figurative language is used in texts
- Record information in own words
- Cite authors, titles, and publication dates of sources
- Discuss meanings, ideas, and language in texts, relating their understanding to personal experiences, purposes, and other texts
- Discuss and paraphrase main ideas and author's purpose

Writing

- Write regularly and confidently to respond to a range of experiences, ideas, observations, and texts
- Express and support a point of view with evidence and reasons
- Use personal experiences as a basis for exploring and expressing opinions and understanding
- Seek others' viewpoints to build on personal responses and understanding
- Organize ideas and information in ways that clarify and shape understanding

- Formulate general and specific questions to identify information needs
- Gather and record information and ideas using a plan
- Verify the spelling of unfamiliar words using a variety of resources
- Use appropriate formatting and word processing when composing and revising

Viewing

- Recognize gaps in information gathered and locate additional information needed for a particular form, audience, or purpose

Representing

- Use graphic organizers (e.g., story map, time line, summary chart) to clarify and shape understanding
- Experiment with a range of media and conventions including charting, webbing, and video taping
- Choose images, words, and sounds appropriate to audience, purpose, and effect
- Use appropriate visual aids to enhance spoken and written communication
- Prepare organized multimedia presentations using pre-established organizers and criteria
- Recognize information gaps and locate additional information needed for a particular audience, purpose, and effect
- Gather, record, and organize information and ideas using a plan
- Share information on a topic using print, audiovisual, and dramatic forms to engage the audience
- Experiment with visual elements and ways in which they convey meaning
- Select words, sounds, and images for appropriate meaning
- Use appropriate formatting and graphics when presenting ideas
- Seek and reflect upon response from audience

Information and Communication Technology Skills

- Locate and open a previously saved document
- Copy/paste information within an application
- Understand and respect copyright laws
- Format the text of a document by changing text size, font and style
- Import, position and manipulate relevant graphics into a word processing document
- Add text to graphic (select font, size, style)
- Select and move a graphic
- Modify size and shape of image
- Cut, copy, and paste an image
- Use special effects on a graphic such as rotate, stretch, and perspective
- Create a series of screens complete with text and graphics
- Record/import sound
- Use search engines on World Wide Web
- Bookmarks Websites

RESOURCES

Aguerre Elizabeth, Suarez. (1999). *Classroom Literature Circles: A Practical, Easy Guide (Grades 3-5)* Greensboro, North Carolina: Carson-Dellosa Publishing Company Inc.

Alberta Learning. (2004). *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning*. Edmonton, Alberta: Author.

Koechlin, Carol & Zwann, Sandi. (2006). *Q-Tasks*. Markham, Ontario: Pembroke Publishers.

Lawrence, Michael. (2004). *Tips and Tricks for Using Digital Photography*. Westminster, California: Teacher Created Resources, Inc.

RubiStar (<http://rubistar.4teachers.org>)

Saskatchewan Education. (2002). *English Language Arts: A Curriculum Guide for the Elementary Level (Grades 1 – 5)*. Regina, Saskatchewan: Author.

Saskatchewan Education. (2003). *Information and Communication Technology Skill Checkpoints*. Regina, Saskatchewan: Author.

Sloan, Megan S. (2005). *Trait-Based Mini-Lessons for Teaching Writing in Grades 2-4* New York: The Writing Traits Company; Scholastic

LESSONS

1. Introduction

Discuss what literature circles are, procedures, and final project. Show examples of book trailers created using PhotoStory. <http://grade6z.blogspot.com/>

Fill out a *Quick Fact Trading Card* with information about the author of the students' assigned novel (Koechlin & Zwann, p. 54).

2. Learning Literature Circle Roles

Using picture books suggested for the Word Choice trait in *Trait-Based Mini-Lessons* teach students the various roles they will be doing in their literature circles groups. Read students a picture book, then as a class fill out a job sheet for a specific role. For example:

Amos and Boris – Story Summarizer

When I Was Young in the Mountains – Question Creator

Night Noises – Imaginative Illustrator

Owl Moon - Bridge Builder

Barefoot: Escape on the Underground Railroad – Word Watcher

3. Literature Circle Groups

Groups may be homogenous or heterogeneous, depending on the class and goals. Create a timeline for reading, see examples of templates below. Students are assigned a new role for each section of reading. Discuss what a successful group should look like and sound like.

Reading may be done in class (individual or round robin), assigned for homework, or a combination of the two. After students have completed their role, they meet as a group and share their work. After the first group meeting, discuss the progress of the group. Review as a class as many times as needed until groups are settled into a routine.

There are many self and group assessments in the *Classroom Literature Circles: A Practical, Easy Guide*, as well as the ELA K-5 Curriculum Guide.

4. PhotoStory

Show students book trailer examples again. Discuss important elements such as plot, setting, and character. Remind students they will be storytelling using visual elements with little text. Students should create a storyboard using simple sketches. For an example of a storyboard, see *Tips and Tricks for Using Digital Photography* (Lawrence, p.95).

Use the below handout as a guideline for creating PhotoStories. Students will need step by step guidance in the beginning, but will soon catch on. Do not allow students to linger too long when choosing pictures.

5. Evaluation

Students should have the opportunity show their PhotoStories to each other. This may be done in many ways. Save on your jump drive, save in a z file, or have students log in one at a time and show on a LCD projector. Use <http://rubistar.4teachers.org> to create a rubric. Include categories such as Characters, Setting, Problem/Conflict, Images, Pacing, and Music.

6. Unit Evaluation

An evaluation is appended.

WHO TOOK HENRY AND MR. Z?

Dave Glaze

Henry and Mr. Z. are missing. Henry and Mr. Z – two lovable guinea pigs – are the pride and joy of Mrs. Whitestar’s grade 5 class. Only they’re gone, and it looks like someone stole them.

Who would do such a thing? And why? And what happened to all the money in the teacher’s desk? Friends and classmates Winston and Caroline are worried. Henry and Mr. Z have to get food and water soon.

The friends have to solve the case, but it won’t be easy. The list of suspects is long and time is quickly running out. Just who took Henry and Mr. Z?

Literature Circle Work Chart

- 1) As a group, read the assigned pages for each day.
- 2) By yourself, work on your assigned job.
- 3) As a group, discuss the jobs.
- 4) On occasion, you will be asked to do a self and group assessment.

Date	Pages	Story Summarizer	Question Creator	Imaginative Illustrator	Bridge Builder	Word Watcher	Circle Supervisor
	1-9						
	10-18						
	19-32						
	32-39						
	40-50						
	51-62						
	63-71						
	72-84						
	85-94						
	95-104						
	105-113						
	113-120						
	121-127						
	128-137						

PELLY

Dave Glaze

Forced to leave behind everything she knows, Sandra moves with her father to the city and finds it a lonely place. The river reminds her of her home further north, and she begins to spend all her free time there – against her father’s wishes. Sandra watches the pelicans and brings food to – one “Pelly,” as she calls her special friend. But when Pelly’s flock flies south, Pelly remains behind. Can Sandra keep her friend alive through the bitterly cold Prairie winter?

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Date	Pages	Story Summarizer	Question Creator	Imaginative Illustrator	Bridge Builder	Word Watcher	Circle Supervisor
	1-5						
	6-12						
	13-22						
	23-33						
	34-39						
	40-48						
	49-55						
	56-65						
	66-72						
	73-80						
	81-89						
	90-96						
	97-106						

DINOSAUR BREAKOUT

Judith Silverthorne

Daniel lives in south-western Saskatchewan, an area rich in dinosaur fossils. He is already been part of one exciting discovery. Now he and his neighbour, old man Pederson, are working on a new dig.

But a couple of local bullies, Todd and Craig Nelwin, don't like all the attention Daniel's getting. They attack him near his hideout, and when Daniel hits his head on a rock, he begins an incredible adventure!

What if you could really see a *Tyrannosaurus Rex*?

Daniel is about to learn the answer. Will he live to tell anyone about it? And will he figure out some way to deal with the Nelwins?

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Date	Pages	Story Summarizer	Question Creator	Imaginative Illustrator	Bridge Builder	Word Watcher	Circle Supervisor
	1-15						
	16-27						
	28-42						
	43-60						
	61-74						
	75-87						
	88-100						
	101-115						
	116-130						
	131-144						
	145-160						
	161-170						
	171-181						

WAITING FOR PELLY

Dave Glaze

Last year, Sandra made friends with a young pelican. Now it's spring again, and Sandra visits the river every day to look for Pelly. She also helps her dad make a garden behind their tiny new house. It could be fun, if only their neighbours – grumpy Mr. Illic and bossy Rosemary – would leave them alone.

But Pelly does not return to the river. Then Sandra starts going to Redberry Lake with an older friend, Jennifer, who works on a pelican study project. Sandra enjoys seeing the pelican families with their babies.

But she doesn't see Pelly there either. Maybe something's happened to her, or maybe she's flown up north. Where could she be?

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Date	Pages	Story Summarizer	Question Creator	Imaginative Illustrator	Bridge Builder	Word Watcher	Circle Supervisor
	1-19						
	19-37						
	38-57						
	58-75						
	76-88						
	89-105						
	106-124						
	124-139						
	140-158						
	159-177						
	178-190						
	191-204						
	205-211						

DINOSAUR BLACKOUT

Judith Silverthorne

Daniel lives in south-western Saskatchewan, land rich in fossils from the prehistoric past. Its nickname is Dinosaur Country. Daniel loves nothing more than fossil hunting. He even dreams about dinosaurs.

But his dad wants him to take more interest in his chores. The farm is in financial trouble, and he does not think a bunch of old bones is going to help.

Then, at his secret hideout, a hollowed-out cave in a hillside, Daniel makes an exciting find - a fossil never before seen in the area. But he has to watch out for Pederson, the scary old guy – crazy, some say – on the neighbouring land. And, he must also beware of Pederson’s enormous dog.

What’s Pederson hiding in his old shack? Why is he trying to scare Daniel away from the fossils?

Literature Circle Work Chart

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- 3) As a group, discuss the jobs.
- 4) On occasion, you will be asked to do a self and group assessment.

Date	Pages	Story Summarizer	Question Creator	Imaginative Illustrator	Bridge Builder	Word Watcher	Circle Supervisor
	1-14						
	15-26						
	27-41						
	42-54						
	55-69						
	70-86						
	87-104						
	105-114						
	115-126						
	126-137						
	138-150						
	150-163						
	164-168						

LITERATURE CIRCLES – PHOTO STORY

Have you ever seen a movie trailer to promote a movie? Think about what is included: important moments, main characters, plot twists, the setting. You are going to create a Photo Story to advertise your book. This will involve several steps.

1. Storyboard

Plan your story by sketching simple pictures and writing key words to describe the pictures. You will need to use 6-10 panels. Remember the first panel should have the book title and author. The last panel should credit the sources of your pictures.

2. Choosing Pictures

Find your pictures on www.flickr.com/creativecommons

Right click, save as a .jpg.

Remember to save the citation.

3. Power Point

Insert your pictures into your PowerPoint. Add short sentences and titles. Remember to keep your colours and fonts simple.

4. Photostory

Change your PowerPoint to a .jpg file. Add motion effects and music.

5. Presentation

Share with the class!!

UNIT EVALUATION

What Worked: Effective Teaching Strategies

Subject: _____

Inquiry Activity: _____ **Grade:** _____

Team Members: _____ **Date:** _____

1. What Worked

Highlights:

What was most successful for students?

2. What Has to Change

Low Points:

What would you not do again?

3. What Could Improve

How would you change this activity for the next time?

4. Unexpected Learnings

What did you learn that was surprising?

What learnings do you want to follow up?

5. Collaboration

Strategies worked best for team teaching?

How did you solve problems as a team?