**Lesson Title:** Literature Circle Groups/Contracts

**Content Area and Grade Level:** Grade 4

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**Brief Description of the Lesson/Unit:**

The students will all have chosen a children's novel according to their reading level. Prior to reading the book the students will have learned about compare/contrast using a venn diagram or other graphic organizer. They will know literary elements such as setting, character analysis, plot, problem, solution, resolution, and story map. Each student will have to sign a contract. The contract will include their name, book, ending and beginning dates, and a list of activities they will be expected to complete as they read the book. Each student or group (if students are reading the same book) will be expected to present what they have learned after reading the book by doing a mini book report project. The project may be a slide show, diorama, dramatization, song or poetry, story board, tv advertisement or commercial about their book, or a newspaper review are just a few ideas.

**South Dakota Content Standards:**

- **Standard numbers and exact wording**
  4R1.2 Students are able to apply strategy to construct meaning from grade-level text
  4R1.3 Students are able to use organization features of fiction/information text to activate prior knowledge and make predictions about text.
• **Unpacked standards (in student-friendly wording)**

  4R1.2 I can tell or explain in writing, speaking, and drawing (identify) meanings of unfamiliar vocabulary.

  4R1.3 I can build understanding (construct meaning) from text by: making connections – text to text, text to self, text to world; questioning – before, during and after reading; inferring – making predictions and drawing conclusions from text; visualizing – making a movie in your head; determining importance – using conventions to better understand text; synthesizing – bringing together what I know and create new meaning based on my understanding of the text; monitoring for meaning – self-assessment of text.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The students will provide and show that they understand compare and contrast, literary elements, and show comprehension of the book through the various novel student activities.

2. What essential questions will guide this unit and focus both the teaching and the learning?

   Why is it important to compare and contrast?

3. What key knowledge and skills will students acquire as a result of this unit?

   Students will be able to understand key concepts such as character analysis, problem, solution, predicting, vocabulary comprehension, and setting.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

   The students may not understand concepts such as character analysis and literary elements. They may also have difficulty comprehending and retelling their story.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   Student/Teacher conferences, student contracts

2. Performance Tasks:
   Novel student activities
   Lit. Circle Discussions (group discussions)
   story mapping
   chapter log

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):
   Graphic Organizers, quizzes, wkshts, end of the unit projects

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   3 for 3
   observations
   conferences
   vocabulary activities

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:
   Journal entries
   chapter logs
   Study guides (they fill out study guide- then have key for them)

6. Attach or include specific rubrics being used for this lesson/unit:
What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. **Major Learning Activities:**

   The students will learn about time management from this activity. They will also have their final project which will demonstrate what they know.

2. **Materials, Supplies, & Resources (technology & print):**

   - numerous copies of several titles of children's novels at various reading levels
   - graphic organizers
   - paper, pencil, shoe boxes, glue, paint, brushes, construction paper

3. **Classroom Management:**

   - The students will have 3-4 weeks (students determine reading assignment) based on number of chapters and time given to finish book by teacher
   - student contract with novel student activities

4. **Support Services and Special Teacher Notes:**
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:
   - independent reading
   - journaling
   - chapter logs
   - teacher/student conferencing

2. Differentiated Content:
   - students are able to choose book at their level
   - students are able to choose the activities they feel they understand and can complete in allotted time

3. Differentiated Product:
   - students will choose their own novel study activity