



SAMPLE MATERIAL

Second Grade Literature Circles Lesson

Adlai E. Stevenson II Elementary School, Illinois

Topic: Improving K-3 Reading Comprehension

Practice: Engage Students With Text

Trish Weaver, second-grade teacher at Stevenson Elementary School, uses literature circles to facilitate student discussions about text. This lesson plan outlines the sequence and describes the student roles and activities. There are worksheets for each literature circle role, which students fill out in preparation for the discussion. Weaver provides a description of the two text discussion activities going on in the room at the same time as literature circles: a question stem card activity and a sequencing activity. Also included here are several evaluation forms students use to reflect on their discussions. Finally, there are classroom posters, which serve as reminders to students about how to have productive and respectful discussions.

Goal/Target: We can work together and talk about text.

Purpose: Why is it important to talk about text?

Materials: Classroom Literature Circles for Primary Grades by Elizabeth Suarez Aguerre

Carson –Dellosa Publishing

Questioning Card Stems by Mentoring Minds

Student Expectations:

- To work in a cooperative group and discuss the text

Teacher's Role: To facilitate each group

Prior Activities: Worked on each reading strategy and how to apply it to the story. Each student used a "Reading Strategy" booklet to monitor their understanding of the story as they were reading.

Activities Used Today:

- Literature Circles
- Question Card Stems
- Sequencing story cards

Assessment: Each student will complete a group assessment sheet.

Lesson Introduction:

Review: How do we work cooperatively?

- Show PBIS (Positive Behavior Interventions and Supports) bulletin board. The PBIS program is a school-wide discipline program used at our school.
- Review what "Group Work looks like and sounds like as it pertains to the PBIS Expectations of "Be Safe, Be Responsible, and Be Respectful." How are students accountable in their discussions?
- Model by teacher/student: How to do it correctly? How to do it incorrectly?

What do students say to agree/disagree?

- Each group will have a stand holding the “Ways to Say You Agree or Disagree” stems to help them state their opinion in a positive way.

Literature Circle Activity:

Student Roles:

- Students have role sheets completed the day before and will move to their Literature Circle group. The Role sheets are:
 1. Circle Supervisor
 2. I Want to Share
 3. Book Review
 4. My Opinion
 5. Liked/Did Not Like
 6. Bridge Builder
- Students have 3 chips to use to help them keep track of how many times they have talked to the group.
- The student that is the “Circle Supervisor” will begin the discussion and will hand off the microphone to students that indicate they want to talk.
- Each student will share their part on how they evaluated the text.
- Other students will ask questions or comment on what each student says.
- After all students have used their 3 chips, then they can use the follow-up questions if there is still time. When the timer goes off, they return to their seat and fill out their “Group Assessment sheet and PMI information.” PMI = P is for Plus – what went well in their group today, M = Minus – what did not work very well today, I = Interesting fact or Intriguing Question that a student still has or wonders about.

Question Stem cards Activity

- 6 students in a group

- Each student chooses 1 question stem card from the pocket chart.
- Each student reads his/her card aloud to the group and then turn their card over and write a response using their text. (A sand timer is used to keep students on task of finishing in a timely manner.)
- When time is up, students will draw a stick with # 1 - #6 on it so they can see who shares first. Students must tell an example from the book that will reinforce what their stem said.
- Students will also have the “Ways to Say You Agree or Disagree” stem statements in a stand to use for stating their opinion in a positive way.
- When finished, students can do the follow-up questions if there is time. They will return to their seats and fill out their “How Helpful Was I?” sheet and will put that in their folder with their stem statements.

“Sequencing Activity” to talk about the text

- Students will be divided into 2 groups of 3.
- Each student takes turns reading 2 of the 6 statements about the story.
- Each student has 3 chips to use to ensure they are discussing with their group.
- Students will draw a stick with #1, #2 or #3 on it so they can see who will pick a sentence first to put in the correct order. Each student will continue putting the statements in the correct sequence.
- When students are choosing a statement, they are discussing the text to find where the statement is happening and putting a post-it note on that page.
- They will then check their post-it numbers with the sequence of the statements.
- Each student can glue the statements in the correct order on a piece of paper.
- When time is up, they will return to their seats and fill out the “How Helpful Was I” assessment sheet and the PMI sheet.

Closure: How did talking about the text help you become a better reader?

How would you be able to use this at home when you are reading a book?

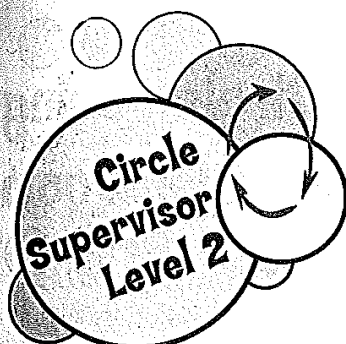
What reading strategies helped you discuss the text today?

Refer back to the “Follow-Up” questions to see if students agree.

Did you cooperate in your group? Teacher will ask questions to the class about cooperation and students will show how they feel by putting “thumbs-up,” thumbs-down,” or “thumbs-across.”

Future Activities:

- Book Talks
- “Check for Understanding” with Partners
- Gradual release of responsibility so students don’t rely so much on prompts as to what to say.
- Students will have more choice in what activity they will do and who they will do it with.
- Continue to work on “Ways to Work in a Cooperative Group.”



Name _____

Date _____



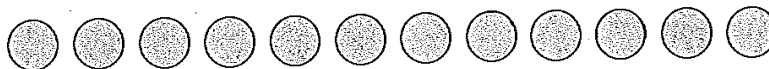
Your job is to guide the group during literature circle time. You will be the teacher when your teacher is not around. You will make sure that everyone is taking turns, following directions, and talking to the group. This form gives you tips to do your job well!

1. Make sure that everyone has time to share.	2. Stay on task.
<p>When group members take too long to finish, you can say:</p> <ul style="list-style-type: none"> • "We need to move along." • "Let's talk about what the Bridge Builder has to say." • "Let's talk about this later so that everyone has time to share." 	<p>If your group starts talking about something other than the story, get them back on track. You can say:</p> <ul style="list-style-type: none"> • "Okay, everyone, let's get back on track." • "We are off task. Let's get back to work." • "Let's talk about the story. We can talk about this stuff later."
3. Remember that everyone in the circle should share.	4. Use positive language at all times.
<p>If a group member is talking more than everyone else, you can say:</p> <ul style="list-style-type: none"> • "Abby, you have great ideas today, but let's hear from . . ." <p>If you notice a group member is not sharing, you can say:</p> <ul style="list-style-type: none"> • "You have been quiet, Ben. We want to know what you think." 	<p>Here are some phrases you can use:</p> <ul style="list-style-type: none"> • "Nice job!" • "Good thinking!" • "Great answer." • "I hadn't thought of it that way. Maybe you're right." • "Great try, but I was thinking . . ." • "Wow, I can tell that was hard for you. Good job!"



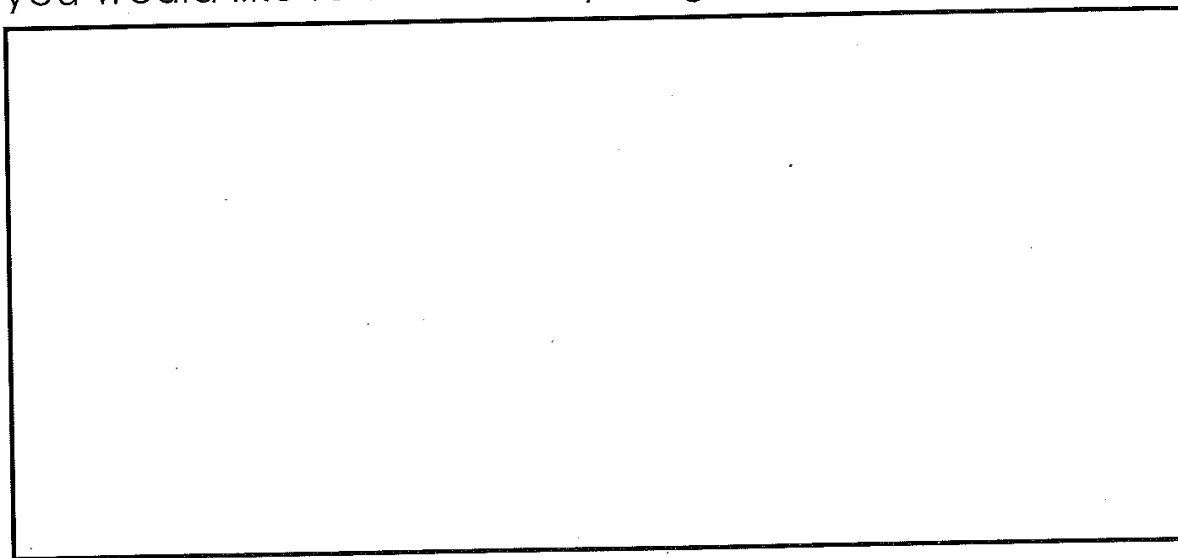
Name _____

Date _____



Title of Story _____

Read or listen to the story. Draw a picture of something
you would like to share with your group.



Write about your picture. What do you want to share?



Name _____

Date _____



Write the title and name of the author(s). Circle the words liked or did not like. Write if you would tell a friend to read it. Draw a picture about what you wrote.

Title of Story _____

Author(s) _____

I liked/did not like this book. I think you would agree!

Here is why: _____



Name _____

Date _____



Title of Story _____

Pick one or more words from the box below to describe the story. Write how you feel about the story. Share your feelings with your group.

funny	silly	boring	sad	interesting	scary	happy
weird	good	exciting	bad	confusing	long	strange

I thought the story was _____

Here is why: _____



Name _____

Date _____



Title of Story _____

Share what you liked and did not like about the story. You can use words and pictures in your chart.

What I Liked about the Story	What I Did Not Like about the Story



Name _____

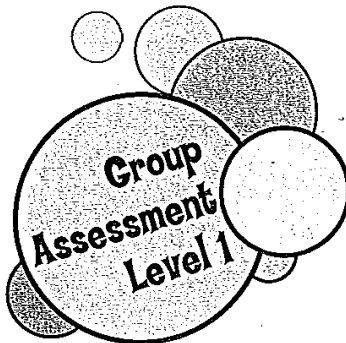
Date _____



Title of Story _____

Your job is to make a connection, or “build a bridge,” between the story and yourself. Read or listen to the story. Fill in the blanks below. Draw a picture of each sentence in the box.

<p>The character _____ reminds me of _____ because _____ _____ _____ _____</p>	
<p>I know how the character felt when _____ _____ because _____ _____ _____</p>	
<p>The part when _____ _____ reminds me of _____ _____ _____ _____</p>	



Name _____

Date _____



Title of Story _____

Group Members _____

Use this worksheet to review how you and your group did during literature circles. Circle the smiley face if you agree with the sentence. Circle the sad face if you do not agree with the sentence. Write each group member's name under one category at the bottom of the page.

1. My group worked well together.

Agree



Disagree



2. My group members completed the role forms.



3. My group shared and talked about the role forms.



4. My group members were good listeners.



5. My group members were nice to each other.



Worked Hard

Needed to Help More

Chapter 14. Social Skills Development



How Helpful Was I?



1. When I knew an answer
or had an idea, I shared it.



2. I encouraged others in my group.

3. I used names.



4. I felt encouraged by people in my group.

5. When my answer was not the same as
my partner's, I tried to find out why.



6. When I did not understand some-
thing, I asked my partner.



7. When my partner did not under-
stand, I helped him/her.

Goal Setting

What can you do to make your group better?

**P = Plus: What did you like about
your group work today?**

**M = Minus: What did not work very
well in your group work today?**

**I = Interesting thing that happened
today or question you still have**

Being **ACCOUNTABLE** means:

- ✧ being respectful
- ✧ showing self-control
- ✧ being responsible
- ✧ having self-discipline

In ACCOUNTABLE talk, we:

- ✧ make eye contact with each other
- ✧ wait until others are finished speaking before we begin
- ✧ speak to the entire group
- ✧ lean in and turn our heads to hear
- ✧ make sure we clear up confusion by questioning or talking more

Ways To Say More When You **AGREE**

I understand and would
like to add . . .

That really makes sense
because . . .

That's really smart because . . .

What To Say When You **DISAGREE**

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I don't think that's true  
because . . .

~~~~~

I know that's
your opinion but . . .

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