



## SAMPLE MATERIAL

### Teacher and Student Literature Discussion Cards

Garfield Elementary School, Kansas

**Topic:** Improving K-3 Reading Comprehension

**Practice:** Engage Students With Text

Third- and fourth-grade teacher Erin Vatne uses this lesson plan to engage students in discussing texts by using cooperative learning strategies. The lesson plan identifies the content and language objectives, supplementary materials, key vocabulary words, background knowledge to build from, and the lesson sequence.

The cooperative learning strategy focused on in this lesson revolves around small group discussion. Literature Discussion Cards for the teacher and students are used to help guide the process of engaging students in meaningful text discussion. This supports book discussions and cooperative learning and helps to establish a motivating environment to engage students in conversations about texts they have read.

## Lesson Plan: Small Group Discussion

**Erin Vatne**

**Garfield Elementary**

**Date:** November 2010

**Grade Level:** Third/Fourth

**Theme:** Discussing Texts using Cooperative Learning Strategies

**Content Objective:** The learner will discuss a text at their reading level.

**Language Objective:** The learner will read a text and use written responses to discuss the text.

### Supplementary Materials:

- Discussion prompt cards
- Leveled Text
- Talking Chips (*Kagan*)
- Sticky Notes

### Key Vocabulary:

- Key vocabulary for text has been previously taught.

### Building Background:

- Building Background takes place on Day 1 of working with the text.

### Lesson Sequence:

#### **Motivation** (Building Background):

Students should take 30 seconds to 1 minute to review their text and the question they prepared based upon their reading from the day before.

#### **Presentation** (Objective):

Review good discussion etiquette and discussion stems. Some groups will need “Talking Chips” based on their ability level.

#### **Practice/Application** (Meaningful Activities):

Students take turns presenting their question or discussion prompt to the group. The group then responds through structured discussion, using discussion stems and the text.

The teacher monitors the discussion and encourages students to deepen comprehension while talking about the metacognitive strategies they are using. (The end goal is that students will be able to transfer their skills to independent reading.)

#### **Review/Assessment:**

Ask students what they feel they did well during the discussion and what they could work on for their next discussion.

Discussion Cards (Teacher)

<p>DIRECTIVE</p> <p>I'd like to hear from . . .</p>	<p>DIRECTIVE</p> <p>Who can build on that idea?</p>	<p>DIRECTIVE</p> <p>Does anyone want to say something more about that?</p>	<p>DIRECTIVE</p> <p>We need to focus on . . .</p>
<p>DIRECTIVE</p> <p>Does everyone agree . . .</p>	<p>SUMMARY</p> <p>So far, we've talked about . . .</p>	<p>SUMMARY</p> <p>I heard you say . . .</p>	<p>COMPREHENSION</p> <p>Does everyone understand . . .</p>
<p>COMPREHENSION</p> <p>What is the story mostly about?</p>	<p>APPLICATION</p> <p>What does the story remind you of?</p>	<p>APPLICATION</p> <p>How is the goal reached in this story?</p>	<p>ANALYSIS</p> <p>Can someone please explain . . .</p>
<p>SYNTHESIS</p> <p>If you were [character], what would you do?</p>	<p>SYNTHESIS</p> <p>Can anyone think of another solution or reason . . .</p>	<p>EVALUATION</p> <p>What is the author trying to teach us?</p>	<p>EVALUATION</p> <p>What do you think about . . .</p>

## Discussion Cards (Student)

<p>EVALUATION</p> <p>I respectfully disagree with . . .</p>	<p>COMPREHENSION</p> <p>Can someone please explain . . .</p>	<p>EVALUATION</p> <p>I like/do not like [character] because . . .</p>
<p>DIRECTIVE</p> <p>Let's talk about . . .</p>	<p>EVALUATION</p> <p>The most important . . .</p>	<p>SUMMARY</p> <p>So far, we've talked about . . .</p>
<p>EVALUATION</p> <p>My opinion is . . .</p>	<p>EVALUATION</p> <p>My favorite part . . .</p>	<p>APPLICATION</p> <p>The story made me think of . . .</p>
<p>APPLICATION</p> <p>I predict . . .</p>	<p>COMPREHENSION</p> <p>I wonder . . .</p>	<p>EVALUATION</p> <p>I think the author's purpose was . . .</p>

<p>COMPREHENSION</p> <p>The setting looks like . . .</p>	<p>COMPREHENSION</p> <p>The character looks like . . .</p>	<p>COMPREHENSION</p> <p>The picture in my head was . . .</p>
<p>DIRECTIVE</p> <p>I would like to add . . .</p>	<p>EVALUATION</p> <p>I agree with . . .</p>	<p>ANALYSIS</p> <p>I think the author is trying to teach us . . .</p>
<p>COMPREHENSION</p> <p>The problem in the story is . . .</p>	<p>COMPREHENSION</p> <p>[Character] solved the problem by . . .</p>	<p>COMPREHENSION</p> <p>The problem was solved by . . .</p>
<p>SYNTHESIS</p> <p>Another solution would be . . .</p>	<p>SYNTHESIS</p> <p>I would change . . .</p>	<p>COMPREHENSION</p> <p>The story was mainly about . . .</p>

<p>EVALUATION</p> <p>I would/would not recommend this book because . . .</p>	<p>KNOWLEDGE</p> <p>The characters are . . .</p>	<p>ANALYSIS</p> <p>I would describe [character] as . . .</p>
<p>ANALYSIS</p> <p>During the story, [character] changed . . .</p>	<p>EVALUATION</p> <p>The book would be better if . . .</p>	<p>ANALYSIS</p> <p>It really surprised me when . . .</p>
<p>EVALUATION</p> <p>I think the author did/did not do a good job because . . .</p>	<p>APPLICATION</p> <p>I can connect this to . . .</p>	<p>APPLICATION</p> <p>I am like . . .</p>
<p>EVALUATION</p> <p>I would change the title to . . .</p>	<p>SYNTHESIS</p> <p>If I was [character], I would . . .</p>	<p><b>Student Literature Discussion Cards</b></p>