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TE 802, Literacy
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Grade Level: 4th

Literacy Lesson Plans

Unit Overview: This literacy based unit will focus on Native American life in the United States. Students will participate in book club activities with a small group. Each group will read a different Native American text and will be given the opportunity to share their books, thoughts, and opinions with the class at the close of the unit. Students will be able to compare their life currently in the United States with children living in the past.

Day 1: What is Book Club?

Lesson Objective/Purpose: Students will learn the components of a classroom book club.

Lesson Goal/ Grade Level Content Expectation: L.RP.04.04. Combine skills to reveal strengthening literacy (e.g. viewing then analyzing in writing, listening then giving an opinion orally).

Time: This lesson will take approximately 45 minutes to teach.

Special Materials:

Books: *Next Spring an Oriole* by Gloria Whelan
The Young Voyageur by Dirk Gringhuis
A Pitch in Time by Robert A. Lytle
Erie Trail West by Janie Lynn Panagopoulos
Friends by Gloria Whelan

Procedure:

Lesson Overview: This lesson will serve as an introduction to our unit. In this lesson, students will be placed into their book club groups, given their assigned texts, and learn about what it means to be a part of book club.

Opening:

Introduction to the Lesson: I will begin this lesson by explaining to students that we will be doing something new in literacy. I will explain that we will be participating in a book club, which is very exciting. I will tell students that since we are studying about early

Michigan history, we will be focusing our unit on Native Americans. I will explain that students will be broken up into groups of four or five, and that each of them will be reading the same book. I will explain that each group, however, will be reading different books, which will be assigned by me. Each group will be responsible for working together to complete daily tasks.

Procedure:

1. Assigning groups. I will assign book club groups based on reading ability, social skills and interactions with other students (*see assessment*). Each group will be made of four to five students.
2. Once students are at their groups I will give them their assigned texts. Each group will have a different book to read. I will explain that groups will be reading different texts, because at the end of the unit, each group will be giving a presentation on their unit to the class. Therefore, students will be teaching their peers about what they have learned over the course of the unit.
3. Book Club Components. I will explain to students that each day, they will read a portion of their book and then take part in a discussion following it. The basic format for each day is the following:
 - Read: Independently or taking turns: 20 minutes
 - Discussion: 15-20 minutes
 - Reading Log Entry: 20 minutes

I will also explain that on some days, we may have a short (5-15 minute) mini-lesson before we begin reading.

I will talk to students about the proper behavior that I should see during book club:

- Students should maintain conversations in the group. I should not hear discussions about things other than their book.
- Students should ask each other questions. I expect that students will ask and respond to questions posed by their group members.
- Groups should be sure to include all members. I expect that each member is contributing to group conversation

and discussions. I expect that each member talk openly with their group members.

- Groups should stay on task. I expect that students are on task and doing what they should be at all times. Members that have difficulty with this will simply have to sit out.

Components of discussion:

Students can talk about the following things during discussion time:

- Ask questions and respond to those questions
- Make text to self or text to text connections (students are already very familiar with these connections and how to make them)
- Discuss feelings they have about the book
- Discuss plot, characters or setting
- Summarize what happened in what they have just read
- Compare what the characters in the story are experiencing and what their lives are like

Reading Logs:

I will explain to students they will be completing a Reading Log. Each student will receive a "What can I do in my reading log?" sheet. I will give students about two minutes to talk to a neighbor and brainstorm about what they can write in their reading logs. Then, I will bring the class back together and we will discuss what students can write about in their reading logs. Students will fill in their worksheet and keep this sheet in their reading log for future reference.

I will also explain that on some days, students will receive specific student pages to complete which directly correlate to what we are discussing that day. Therefore, students will not write in these logs every day. In addition, some days reading log entries will simply consist of taking notes on discussions that occurred in book club groups.

Closure to the Lesson:

To close the lesson, I will explain that these are the expectations I have for our classroom book club. I will tell students

that now they are aware of what is expected, I suppose things will run smoothly in our classroom during this time.

Simplifications and Extensions:

There are few simplifications and extensions needed for this first day of the unit because students are not participating in many activities. Most of today will consist of explaining how book club runs. If I see that a particular student does not understand a certain portion of book club, I will address the problem as a whole group or talk to that student individually.

Assessment:

Students will be assessed informally during this first day of the unit. I will observe students throughout the lesson, and ask questions to ensure students are engaged in the lesson. There will be no written work to accompany today's lesson, therefore these observations will be their only assessment.

Day 2: Predicting (Day 1)

Lesson Objective/Purpose: Students will practice using their predicting skills to predict what will happen in their story.

Lesson Goal/ Grade Level Content Expectation: R.WS.04.01. Explain how to use word structure, sentence structure and prediction to aid in decoding words and understanding the meanings of words encountered in context.

Time: This lesson will take approximately one hour to teach.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- One per student
- Large white paper, marker
- *Traders in Time* by Janie Lynn Panagopoulos

Procedure:

Lesson Overview: Students will take part in a mini-lesson which concentrates on predicting skills. Students will use their predicting skills to predict what will happen in each of their texts.

Introduction to the Lesson: I will begin by explaining to students that we will be discussing prediction today.

Procedure:

1. Students will be asked to come to the reading corner for the mini-lesson.
2. I will begin by asking students what the word prediction means. Based on student response, we will have a discussion about prediction, and what it means to predict that something will happen. I will ask students,
 - Are our predictions always right?
 - How can we find out if our predictions are right?
 - Is it possible for our predictions to change?
3. I will ask students to think about the read aloud book we have been reading, *Traders in Time*. I will ask students to think about what the book is about. (*Note: Traders in Time is a book about two brothers that go back in time in Michigan and live with fur traders*). I will ask students to think to themselves for approximately 15 seconds. I will then ask them to think about what they think will happen in the next chapter of the book (*chapter 7*). Students will then be asked to quietly turn to a neighbor and discuss their predictions. Students will have approximately 2 minutes for this exercise.
4. Students will be asked to turn back to the front, and I will ask for pairs to volunteer to share their thinking with the group. We will have a short class discussion about our predictions for the next chapter of *Traders in Time*.
5. I will read Chapter 7 of *Traders in Time*. Before reading, I will explain that predicting gave us a purpose for our reading, as now we will be looking to see if our predictions were correct.

Closure to the Lesson:

When finished with the chapter, I will ask students to share if their predictions were correct. I will explain that predictions are either proved right or wrong in the text. I will also state that it is okay to have predictions they proved to be incorrect.

Homework: Students will read the first chapter of their books for homework tonight.

Simplifications and Extensions:

Since this lesson is an introductory lesson to predicting, there are not many simplifications that need to be made. Each and every student in the class should be able to take part in making a prediction without needing special simplifications.

There are a few students in the class that are high achieving students. Therefore, these students may need additional activities to challenge them. One additional activity for these students is to make another prediction from *Traders in Time* and write about it. Students could write their prediction and whether or not their prediction was proven right or wrong. Students could also get into groups of two and discuss their predictions and whether they were proven right or wrong.

Assessment:

Students will be informally assessed during the lesson. I will call on various students to share their ideas with the class, and will not hesitate to call on students that I think may not be fully engaged. I will assess students based on their comments and participation in our conversation.

Day 3: Predicting (Day 2)

Lesson Objective/Purpose: Students will practice using their predicting skills to predict what will happen in their individual book club text.

Lesson Goal/ Grade Level Content Expectation: R.WS.04.01. Explain how to use word structure, sentence structure and prediction to aid in decoding words and understanding the meanings of words encountered in context.

Time: This lesson will take approximately one hour.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- One per student

Procedure:

Lesson Overview: Students will take part in a mini-lesson which concentrates on predicting skills. Students will use their predicting

skills to predict what will happen in each of their texts. Students will discuss their thoughts with their group, and have time to read individually.

Introduction to the Lesson: I will begin by explaining to students that they will be using the skills they learned yesterday to predict what their books are about in their groups. Students will also have time to read individually. I will also let students know that this will be the first official day of book club!

Procedure:

1. I will explain to students that they will now have the opportunity to use their predicting skills using their own texts. Students will go to their seats (with their groups) and discuss predictions for their book as a whole. Students will talk about what they think their book is about, what the characters are like, etc.
2. Students will then take notes in their reading logs. Students will write their predictions in the log and explain why they think that will happen.
3. Students will read independently for approximately 20 minutes. I expect that the room is silent during this time.
4. Students will have time to discuss their predictions with their groups. Students will reflect if their predictions were right or wrong, or if they do not know yet (meaning that their prediction was not answered in the text thus far in their reading).

Closure to the Lesson:

As a closure, I will bring the class back together to discuss how the first day of book club went. I will ask groups what went well, and what needs to be improved upon for tomorrow. If there are any major issues with groups, I will deal with it appropriately.

Simplifications and Extensions:

In addition to the high achieving students in the class, there are also several students who are low achieving. These students do not classify as special education students, but also need additional help with tasks in the classroom. If I see that these students are struggling with today's assignment, I will gather these students together and meet with them in the back of the room to help them

write their predictions. Another way I could simplify today's lesson is to work individually with each student that needs assistance by visiting them in their groups and working with them there.

For the high achieving students, an extension is that these students write an additional prediction and write why they think that will happen in their story. Another extension to challenge students would be to read an additional chapter in their book and reflect on that prediction and whether it was right or wrong in their reading logs.

Assessment:

Students will be assessed informally in their groups. I will walk around the room and listen to various conversations that are occurring in the groups. If needed, I will remind students of their task and how they should be conversing with one another. Students will be formally assessed in their reading logs for today (*see assessment page, attached*).

Day 4: Cause and Effect

Lesson Objective/Purpose: Students will find two specific events in their texts that fit the idea of cause and effect. Students will describe the cause and the effect it had on the story.

Lesson Goal/ Grade Level Content Expectation: R.IT.04.02 identify and describe informational text patterns including compare/contrast; cause/effect, and problem/solution.

Time: This lesson will take approximately one hour.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- one per student
- Cause and Effect Assessment Page- one per student (*see attached*)

Procedure:

Lesson Overview: Students will take part in a mini-lesson which concentrates on cause and effects. Students will then choose two events from their books that fit with the idea of cause and effect.

Students will discuss cause and events in their groups and complete a cause and effect assessment page. Students will have time to read individually as well.

Introduction to the Lesson: Mini-Lesson: I will begin the lesson by having students come back to the reading corner. I will initiate a short conversation about cause and effects. This mini-lesson will serve as a review; we have discussed these topics briefly in social studies. I will ask students:

- What does "cause" mean?
- What is an effect?

I will guide students to the idea that a cause moves the story along and how it affects the story and its characters is the effect. I will tell students that they will be looking for causes and effects in their book club books. (10 minutes)

Procedure:

1. Students will return to their seats to sit with their book club groups. Students will begin today by individually reading their books. I will tell students that as they are reading, they need to be looking for their two events for causes, and begin thinking about the effects of those causes. (25 minutes)
2. Students will have time to discuss causes and effects in their groups, and to fill out their cause and effect assessment sheet. Students will be allowed to work together on this assignment, but each student will need to fill out a sheet individually. (20 minutes)

Closure for the Lesson:

I will ask students how things went in their book clubs. I will ask each group to share their causes and effects with the whole group. I will also ask the groups how their book clubs went and if changes need to be made for tomorrow.

Simplifications and Extensions:

For the low achieving students in the classroom, one possible simplification for today's lesson is to modify the cause and effect assessment page. Instead of coming up with two causes and effects, students could come up with one. If possible, I would also like to meet

with these students a small group, to help get an idea of their thoughts, and even assist them in writing their answers.

For the high achieving students in the classroom, one extension to the lesson today would be for students to think of an additional cause and effect and write about them. An additional idea for higher achieving students is to think of how the story would change if their chosen cause had a different effect. Students will come up with an alternative effect (thus changing their story) and write about how that alternative effect changed the story.

Assessment:

I will informally assess groups by observing small group discussions. I will also formally assess students by looking at their cause and effects sheet they filled out with their group. These sheets will be worth 2 points each and will be graded for completion and evidence of thought (*see assessment, attached*).

Day 5: Problems and Solutions

Lesson Objective/Purpose: Students will explore conflicts in their stories and the solutions that solved those conflicts.

Lesson Goal/ Grade Level Content Expectation:

R.NT.04.04 explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

R.IT.04.02 identify and describe informational text patterns including compare/contrast; cause/effect, and problem/solution.

Time: This lesson will take approximately one hour.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- one per student
- Problems and Solutions page- one per student (*see attached*)
- Book Club Self Assessment- one per student (*see attached*)

Procedure:

Lesson Overview: Students will participate in a mini-lesson which focuses on problems and solutions in text. Students will meet

with their book club groups and discuss conflicts and the solutions that caused those conflicts, and complete a problems and solutions student page as a group. Students will have time to read individually and discuss their books as a whole, and any feelings that they have about their books thus far.

Introduction to the Lesson: Mini-Lesson: I will begin the lesson by having students come back to the reading corner. I will read the book *The Log Cabin Quilt* by Ellen Howard. Before beginning reading, I will explain that while I am reading, I want them to think about a problem or conflict that exists in the story, and how that conflict was solved.

After reading, I will ask students what types of problems existed in the story. One major problem that exists in *The Log Cabin Quilt* is the cabin gets very cold, because the mud they used to fill the space in between the logs freezes and begins to break apart. I will guide students to think of that problem if no one mentions it. Then I will ask students what the solution to this problem was (filling in the spaces with the quilt squares). (20 minutes)

Following our group discussion, I will explain to students that they are going to have the opportunity to find conflicts in their book club books today.

Procedure:

1. Students will return to their groups and discuss any problems or conflicts in the story so far. I expect that students are conversing as a group and that each member is contributing to the conversation. Students will be reminded of this. (10 minutes)
2. Students will complete the Problems and Solutions student page as a group. (15 minutes)
3. Students will be given time to read their texts individually. (15 minutes)

Closure to the Lesson:

I will remind students that they must be done reading their texts by Day 7 of our unit. If time is available, I will ask volunteers to share their problems and solutions from their texts. Students will also

be given time to talk freely about their texts as a wrap for our lesson today.

Students will also complete a Book Club Self Assessment page (*attached*). Students will have about 5-10 minutes for this exercise.

Simplifications and Extensions:

The high achieving students in the classroom may need an additional challenge. For these students, they will be given the opportunity to come up with another problem and the solution that solved that problem. Another activity for students is to think if that problem had a different solution. This allows students to use their creativity in writing their own solution to the problem they wrote about in the problems and solutions assessment page.

In addition to the high achieving students in the classroom, there are several low achieving students as well. These students at times need additional help completing writing activities. If possible, I would like to meet with these individuals in a small group and help them write out their ideas. These students could really benefit from having one on one help. Another simplification for low achieving students is to write less. Instead of writing full paragraphs, students could write two sentences instead (making sure they still answer the question and use correct writing mechanics). At times, students get stressed and overwhelmed with the task of writing large paragraphs, and this could help them feel less frustrated.

Assessment:

Students will be assessed informally through observations today. I will walk around the room and listen to group conversations to ensure groups are staying on task. Students will also be turning in their Problems and Solutions page, which is worth 2 points and is graded like a reading log entry (*see assessment, attached*). Additionally, students will turn in their Self Assessment page, which will be worth 2 points and graded like a reading log entry.

<p>Day 6: Text to Self Connections</p>

Lesson Objective/Purpose: Students will make connections between their texts and their own lives. Specifically, students will compare their lives with the lives of Native Americans.

Lesson Goal/ Grade Level Content Expectation:

R.CM.04.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.04.03 explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Time: This lesson will take approximately one hour.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- one per student
- Native American Comparison page- one per student (*see attached*)
- Book Club Self Assessment page- one per student (*see attached*)

Procedure:

Lesson Overview: Students will make text to self connections with their Native American texts, comparing their lives today with the lives of Native Americans.

Introduction to the Lesson: Since students are very familiar with making text to self connections, there is no need for a mini-lesson on this topic. Students will be informed that there is no mini-lesson today, and that they will be given time to read and discuss their texts with their groups, and also complete a student page with group members. Today will more individual based, as each student is to make personal connections with the text on their own.

Procedure:

1. Students will meet with their book club members. Students will be given time to discuss how their lives are similar and how they are different than the lives of Native Americans. (10 minutes)

2. Students will complete the Native American comparison page individually, although students will be allowed to converse with group members during this time. To complete this assignment, students will need to write 5 ways our lives are different than Native American lives in the Venn diagram. In the center, students will need to come up with 3 ways that our lives are similar to the lives of Native Americans. Students will resort back to their texts for this information. (25 minutes)
3. Students will then complete the day by silent reading. (20 minutes)

Homework: Students need to finish reading their texts tonight for homework (if they have not already).

Closure for the Lesson:

Students will be asked how their book club meetings went today. Group volunteers will share their paragraphs that they wrote. If time allows, we will have a short discussion about how our lives are similar and how they are different than Native Americans.

Simplifications and Extensions:

The high achieving students in the classroom may need an additional challenge. If this is the case, students can write a paragraph about how their life is similar or different to the main character in their story. This gives students the opportunity to make text to self connections, but focuses more on the main character instead of Native Americans in general. This provides a more specific and narrow comparison. Students could also edit the paragraphs they wrote for the Native Americans comparison assignment today in class.

The low achieving students in the classroom may need simplifications to the lesson. If students need help, they could meet with the teacher in the back of the room to get one on one assistance. The teacher would then be able to check for understanding and help students with writing mechanics. Students could also work with a partner (a higher achieving student) to complete the assignment.

Assessment:

Students will be assessed informally in their groups through observations. Students will be formally assessed using their student Native American comparison page, which is worth 2 points and will serve as their reading log for the day (*see assessment, attached*). As an additional form of assessment, students will complete the Book Club Self Assessment page individually, and will be graded (2 points).

Day 7: Re-Telling

Lesson Objective/Purpose: Students will retell their stories from their texts to another book club group.

Lesson Goal/ Grade Level Content Expectation:

R.CM.04.02 retell through concise summarization grade-level narrative and informational text.

Time: This lesson will take approximately 1.5 hours.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- one per student
- Book Club Self Assessment- one per student (*see attached*)

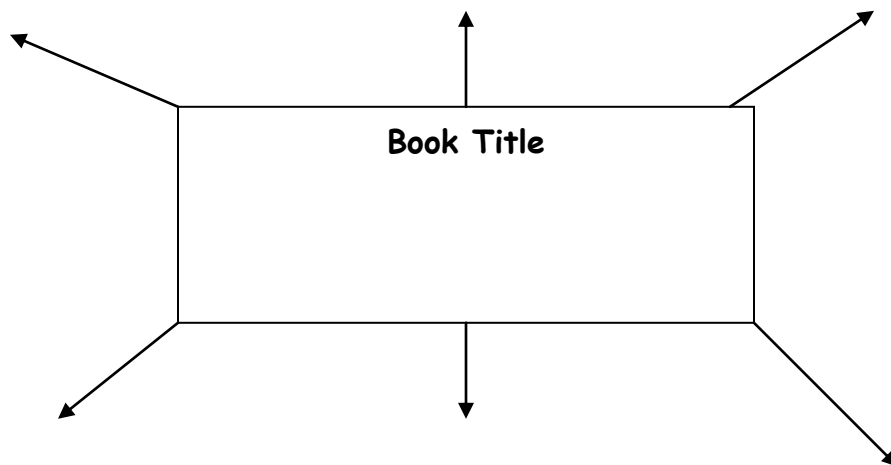
Procedure:

Lesson Overview: Students will make retelling webs of their books and retell their books to another group in book club.

Introduction to the Lesson: Students will make retelling webs of the important events in their stories in their groups. These webs will serve as their reading log for the day. I will remind students that they have made retelling webs in the past, and this one will be the same. I will ask students;

- What is a retelling web?
- Who remembers what the purpose is of a retelling web?
- What goes in the center of the web?
- What goes at the ends of the arrows?

I will draw a retelling web on the board, and it should look like this:



I will guide students that in the center of the web, students will write their book titles. At the end of the arrows, students will write the important information they believe is worth retelling.

I will tell students that when they get to their groups today, they will need to summarize their books, and think about the important events that occurred in the story. One student will need to act as the "recorder" and record all the information that the group discusses. I will tell students to look at their reading logs for notes they may have taken on previous days. Students should begin with determining the important events, and then make a retelling web in their reading logs. Each student must make their own retelling web. Students will then practice retelling to another member of their group. Then, we will switch groups and each person will retell their story to someone who read a different book. (10 minutes)

Procedure:

1. Students will meet with their book club groups and will discuss the important events that occurred in their stories. One student will be responsible for being the "recorder" and recording this information. (15 minutes)
2. Students will create individual retelling webs. (10 minutes)
3. Students will take time to practice retelling their books to another member of their book club. (5 minutes) Each student should practice at least once.
4. Switching Groups: I will walk around the room and count students off, 1 through 5. So, each book club will have one of

each number. Then, all the ones will gather together, the twos will gather together, the threes, etc. Therefore, the new groups will consist of members from each of the original book clubs. (5 minutes)

5. Students will take turns (the ones will go first, followed by the twos, and so on) retelling their stories. Each person will have about 5 minutes to retell, and answer any questions from peers. (25 minutes)

Closure to the Lesson:

I will tell students that they practiced their retelling skills today by sharing information about their book with another member of our class. I will also explain that this activity was an excellent way to learn about all the other books people are reading, and to gain some more important information about Native Americans.

I will ask groups the following questions;

- How did retelling go?
- What did you learn about the other books?
- Did you gain any new information about Native Americans or their culture?

Students will also complete a book club self assessment page, worth 2 points (*see assessment, attached*). Students will have about 10 minutes to complete this exercise.

Simplifications and Extensions:

The high achieving students in the classroom could summarize their texts (using their retelling web) in a paragraph or two. Another option to challenge students is for students to sequence the important events in their texts. For example, write the first event that occurred in the story, the second, etc.

Low achieving students could meet with the teacher and create their own small group, and retell their stories to the teacher. The teacher would therefore be able to check for understanding and ask students questions about their texts. In this small group, students could also practice using their retelling skills by retelling their texts to another student. This way, students are able to

practice retelling and also by retelling multiple times, become more familiar with their story.

Assessment:

I will informally assess students by carefully observing groups while retelling. I will listen in on conversations and ask questions as I feel it is needed.

Students will be formally assessed in their reading logs. I will collect reading logs on this day, and look over notes taken thus far, including notes on retelling. Students' retelling webs will serve as their reading log for the day, which is worth 2 points (*see assessment, attached*).

Day 8: Book Critique

Lesson Objective/Purpose: Students will critique the books they have been reading during book club. Students will explain their feelings towards the book and their opinions of the text as a whole.

Lesson Goal/ Grade Level Content Expectation:

R.NT.04.01 describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

W.PR.04.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence and structure ideas (e.g. plot, setting, conflicts/resolutions, definition/description or chronological sequence).

Time: This lesson will take approximately one hour.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- one per student
- Book Critique- one per student (*see attached*)

Procedure:

Lesson Overview: Students will critique the books they read for book club. Students can choose to critique the book's plot, setting or characters.

Introduction to the Lesson: I will explain to students that this is their opportunity to say how they really feel about the text they have been reading in this unit. I will tell students that they are allowed to share their opinions and feelings towards their text, and should be honest. This means that if students did not like it, they are free to say so. I will also remind students to use their best writing skills. Students will gather their thoughts on the Book Critique sheet, and then transfer their ideas to lined paper. Students will be reminded to answer the following questions:

- What are some things the author did well?
- What are some things the author could do to improve the story?

I will explain to students how they will be graded on this assignment. I will be assessing Book Critiques based on spelling, grammar, punctuation, flow, leads and evidence (students will need to include three forms of evidence to their writing). Students should also have an adequate conclusion which restates the lead (*see attached rubric*).

I will explain to students that they will have most of the time during book club to accomplish writing their critiques.

Procedure:

1. Students will meet with their book club groups.
2. Students will decide what aspect of the book they are going to critique. Students will use the Book Critique student page to write and organize their thoughts. I will explain that students should then transfer this information to lined paper. (20 minutes)
3. Students will write their final drafts on lined paper. (35 minutes)

Closure for the Lesson:

I will gather the group back together and ask how the critiques went. I will ask students:

- Was it difficult to write these critiques?
- What was easy about writing them?
- Did the book critique student page help you to organize your ideas?

I will then ask for two or three students to share their book critiques with the class.

Simplifications and Extensions:

High achieving students may need an additional challenge during the lesson. When done with the assignment, students can edit their papers carefully, checking for spelling, grammar and word usage. Another activity would be for the high achieving students to get together, and when they are done, discuss their book critiques with one another. During this time, students could give each other ideas or tips to improve their writing.

The low achieving students in the classroom may need additional help completing their book critique. One way to help these students is to meet with these students in a small group. The teacher could help these students with their writing mechanics and thought process. Another simplification for low achieving students is to meet with a higher achieving student and get additional help.

Assessment:

I will be sure to walk around the room during today's book club and help students with any questions they may have. During this time, I will be informally assessing both the book club groups, and individual students.

Students will be assessed formally for their completed book critiques. These papers will be graded, and will be worth 9 points total. *(see rubric, attached)*

Day 9: Group Posters/ Summarization
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Lesson Objective/Purpose: Students will use their teamwork skills to work with their group to make a poster about their texts.

Lesson Goal/ Grade Level Content Expectation:

R.CM.04.03 explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Time: This lesson will take approximately one hour.

Materials:

- Book Club Books (*listed above- one per student*)
- Pencil
- Reading Log- one per student
- 1 large piece of white paper- one per group
- Markers, colored pencils, crayons

Procedure:

Lesson Overview: Students will work with their groups to make a poster describing their books.

Introduction to the Lesson: The teacher will explain that students will be responsible for working together to make one group poster which clearly states the book's:

- Title
- Author
- Main characters: their names, what they accomplished in the story
- Setting: Where did the story take place?
- Time: When did the story take place?
- Plot: Sequence the main events of the story and put them in order

Students will be told that they must work as a team to complete this task. Everyone must participate and help in some way. Students will have the whole time today to complete this activity. Posters must have every team member's name on them, and must be colorful.

The teacher will explain that these posters will be used in their group presentations tomorrow, and will be a part of their presentation grade. Students need to begin thinking about what they want to talk about, and who is going to say what.

Procedure:

1. Students will meet in their groups and begin to gather ideas about making their poster.
2. Groups will work on completing their posters, making sure to include all the above items. (50 minutes)
3. Presentation preparation: students will discuss what they are going to say during their presentations. (10 minutes)

Closure for the Lesson:

The teacher will remind students that these posters are going to be used during group presentations tomorrow. Students need to make sure that they understand their posters and the information on them. I will ask students how today went and if there are any issues that need to be solved in groups.

Simplifications and Extensions:

During today's activity, I expect that each student participate and contribute in some way and I believe that is attainable. No matter student ability or achievement, each student should be able to participate in some way by offering their opinion, drawing the pictures, helping come up with information to use, etc. Since today is a team building activity, each person needs to contribute.

If students need a challenge, they can edit their posters and make sure the spelling and grammar is correct. Students could also add additional information to their posters.

Assessment:

As always, I will be informally assessing students while they work on their posters. The teacher will walk around the room and closely observe groups to ensure that groups are on task, and that each member is contributing.

Students will be formally assessed for their posters during the group presentations which will occur tomorrow. The posters will be part of their overall presentation grade, worth 5 points (*see attached rubric*).

Day 10: Group Presentations

Lesson Objective/Purpose: Students will demonstrate the knowledge they have acquired in this unit on Native American life by giving oral presentations to the whole class.

Lesson Goal/ Grade Level Content Expectation:

L.CN.04.01 respond to questions asked of them, providing appropriate elaboration and details

L.CN.04.04 recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions

L.RP.04.03 respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding

L.RP.04.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally)

Time: This lesson will take approximately one hour.

Materials:

- Group presentation posters- one per group

Procedure:

Lesson Overview: Book club groups will give presentations on their books, using their posters as a guide and focus of the presentation.

Introduction to the Lesson: I will explain that today will be the last day of our unit, and each group will be giving their presentations to the class. I will remind students that each member is required to take part in the presentation, and the posters should serve as a guide for the presentation. Students will have approximately ten minutes to give their presentation, and should be prepared to answer questions that either the teacher, or peers, has.

The teacher will explain that groups are expected to use their best listening skills while other groups are presenting. I will explain that there is absolutely no talking during this time, and groups are expected to give groups the respect they deserve while presenting. Groups must present the following information about their book:

- Title
- Author
- Main characters: their names, what they accomplished in the story
- Setting: Where did the story take place?
- Time: When did the story take place?
- Plot: Sequence the main events of the story and put them in order

Procedure:

1. Students will be given time to prepare for the presentations. During this time, groups should figure out (if they have not already) who is saying what, and be completely ready to give their presentations. (15 minutes)
2. Group Presentations: each group will have about ten minutes to present their information
3. Other groups will have the opportunity to ask questions about the book. Some questions I may ask groups:
 - Did you enjoy the book as a whole?
 - What was something that you learned about Native American culture?

Closure for the Lesson:

I will close the lesson by asking the whole class what they thought about the unit, specifically book club. I will ask them:

- What did you like about book club?
- What didn't you like about book club?
- What was easy for you during the unit?
- What proved to be more difficult?
- What did you learn about Native Americans?

Simplifications and Extensions:

On this last day of the unit, I expect that every member of each group contributes to the presentation. This is part of students' presentation grade. Each student should be able to contribute, no matter student ability or achievement. When students are not presenting, they are simply listening to other groups and thinking of possible questions to ask those groups. Therefore, no special simplifications or extensions need to be made for group presentations.

Assessment:

Students will be assessed informally during their preparation time. The teacher will meet briefly with each group and make sure they are ready for the presentation.

Students will be formally assessed during their presentations. Students will be graded on their posters, group cooperation and demonstration of knowledge (*see attached rubric*).

