

Teens Read Circle Lesson Plan

9-10 Grades

Common Core Reading Standard for Literature	<p>CC.9.R.L.1: Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9.R.L.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9.R.L.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
CCSS Language Standard	CC.910.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
NGSSS	<p>LA.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text</p> <p>LA.910.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning</p>
AASL 21 st Century	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
Objective	<p>Students will</p> <ul style="list-style-type: none"> Utilized textual evidence to support analysis of the book , including author’s purpose, character analysis, plot an theme
Resources	<p>Book(s) chosen from Florida Award Winning list of Teens Read http://earlylearningsystems.com/books.asp</p> <p>Supplemented by digital book talks at www.digitalbooktalk.com</p> <p>Dictionary</p>
Introduction	A book circle is a group of readers who are reading the same book, who come together to discuss what they are reading. Each person in the group is expected to read the chosen book and participate in book discussions, book presentation and a book project.
Vocabulary	Literary Circle, dialogue, figurative language
Activity	<ul style="list-style-type: none"> Introduce the concept and definition of vocabulary. Emphasize the student collaboration nature of this reading strategy and discuss how it places students in charge of leading discussions and sharing in group decisions. Introduce the Teens Read Circle roles (see attached) and

	<p>open up discussion for any questions on them.</p> <ul style="list-style-type: none"> • Preview the Teens Read Circle Process and other accompanying documents with the class. Explain that the class as a whole will practice each of the roles before students try the tasks independently. Reinforce positive, constructive feedback and comments on the peer discussions. Personal connections, digressions, and open-ended questions are welcome. • Review the role of the Literature Leader and role play in small groups various ways to lead a discussion. • Continue discussion and role playing with Avenging Assessor, Vocabulary Visonary, Evaluation Elluminator and Circle Communicator Roles. • Divide the class in groups of 4 to 6 students. • Share the basic annotations for all the Teens Read books and have the groups choose the book they want to collaboratively read. • Give each group copies of the Roles sheet and ask students to choose the role they want to complete. • Answer any questions and begin the reading and discussion process. (Read one chapter – discuss). • After each chapter have the students rotate the literature circle roles until the book is complete.
Assessment	<ul style="list-style-type: none"> • As student work, circulate among the groups taking anecdotal data about their work and providing any needed support or feedback on their role. Remember this is a student-centered process and the teacher is the facilitator of these sessions only – not a group member or instructor. • At the end of the book have each student complete the Reflection Review Worksheet.
Followup	<p>When books are finished, set aside time for groups to share information about the readings and relevancy to their lives or friends lives. Encourage students to brainstorm strategies they can try in future circle meetings to improve participation.</p>