

ENGAGING YOUNG MINDS: TRANSFORMATIVE LITERATURE CIRCLES

BCTELA
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LEARNING INTENTIONS:



I can learn how effective Literature Circles can "grow strong, thoughtful, sophisticated readers." *Brownlie*



I can share my thinking with my group and/or share out to the wider audience.



I can think about how I might try some ideas shared today within my own practice.



Learning involves patience and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place).

WHAT WE KNOW ABOUT OUR LEARNING ENVIRONMENTS

Students
need...

To be actively
engaged

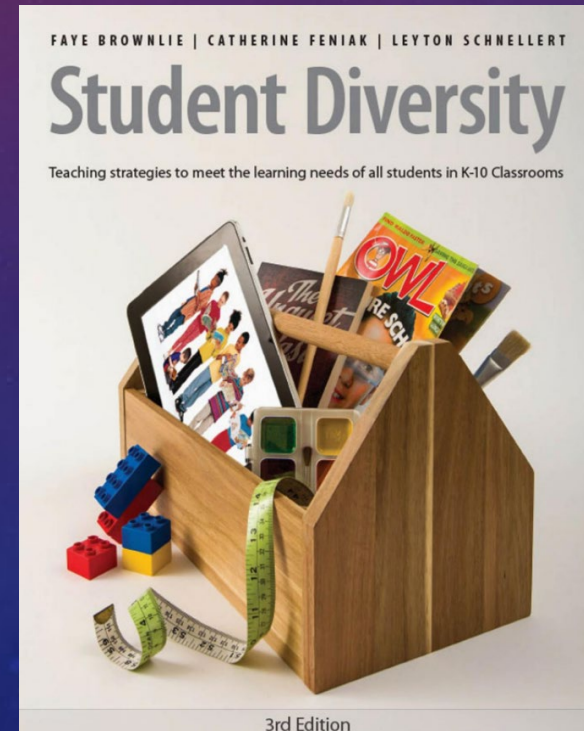
To have a
sense of
belonging

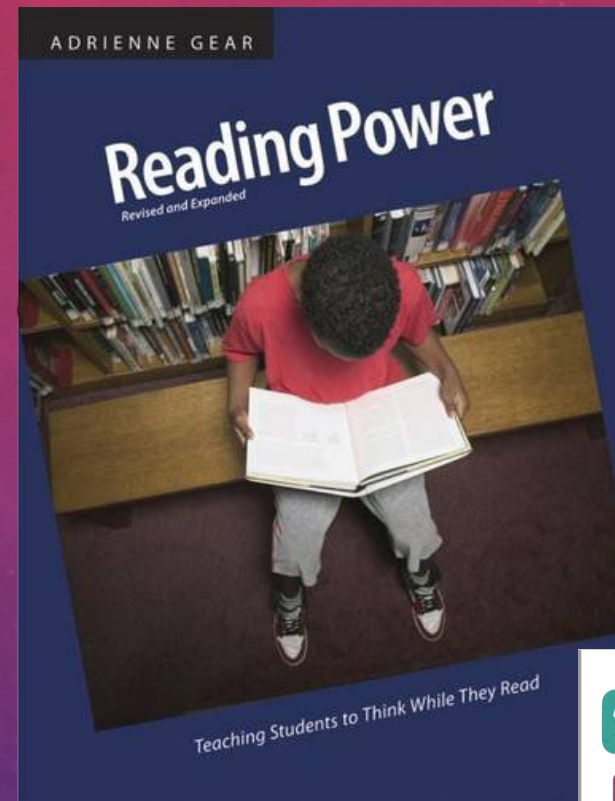
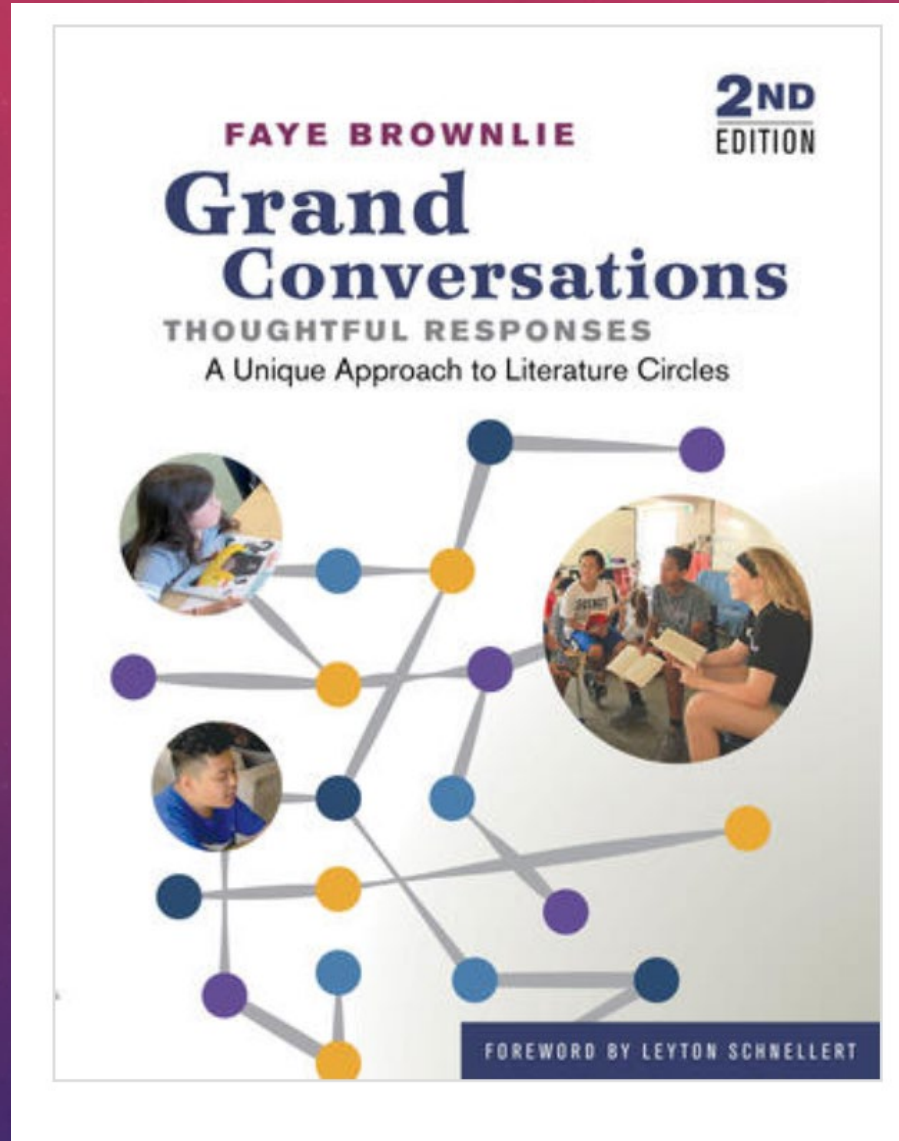
To see
themselves as
learners

To set personal
learning goals

To learn in
various ways

To have choice
and clear
expectations





Working with... **Literature Circles** **Les cercles de lecture** **6/7**

Learning is embedded in memory, history, and story.

Why work with Lit Circles?

What if students were able to self-select a text and engage in deep thinking and meaningful dialogue with others about their reading?

- To cultivate a love of reading and delight in story
- To cultivate the practice of empathy as students encounter diverse texts with a variety of perspectives and worldviews
- To provide opportunities for students to develop discussion skills as they talk about their thinking and reading

Where can I find... Click on the text to go where you want!

- Organizing your Literature Circles throughout the Year
- Try a Response Strategy
 - Write Something
 - Say Something
 - Make Something
- Core Competencies and First Peoples Principles Connections
- Feedback Frames in English and French
- Resources

Page 1

WHY 'GRAND CONVERSATIONS'

Flexible

Easy to
differentiate

Choice

Read at own pace

Develop
'thoughtful
responses'

Allows for explicit
teaching of reading
strategies

Opportunity for
peer and
collaborative
learning

Space for both
conversation and
written responses

FAYE'S 'NUGGETS'...

Students tend to read more when they have choice and control over what is read and how much is read

The more teachers 'coach' the discussion groups, the richer the conversations became

Students learned more about their own reading as they honed their discussion skills

Teachers eventually become more of a 'participant' rather than a leader

Students learned how to contribute to the conversations as teachers reinforced the importance of all voices being heard

Explicit teaching of written responses helped students become more reflective

KEY
COMPONENTS...

Books

Discussion
groups

Be
prepared!

Upon
completion

Journals

Activities

Time

SOURCES FOR BOOK TITLES...



pernillesripp

pernillesripp So grateful to have finally had the time and focus to dive into this masterful middle grade historical fiction novel.

With searing prose and captivating storytelling, this book pulls you in from the very first page, daring you to look away as it delves into themes of survival, sacrifice, and the resilience of the human spirit.

Set against the backdrop of the Holodomor, a devastating famine in Soviet Ukraine, the novel alternates between timelines, connecting past and present in a riveting narrative following Matthew, a 13 year old during the Covid lockdown and the story that his great grandmother shares.

An incredibly timely and poignant story that sheds light on a lesser-known chapter of history, this book is a must-read for anyone seeking a powerful and thought-provoking tale.

A powerful tool as well for drawing parallels to how starvation and deliberate misinformation is used as a modern day tool of warfare against those fighting for their right to simply exist.

This would make for a powerful addition to book clubs or used as a read aloud.

#Pernillerecommends #Bookstagram #Middlegrade #Reading #Historicalfiction

missshanksclass I just finished it, too, because it's one of my HF Book Clubs next quarter. I learned so much from it. I think my students are going to love it!

335 likes
April 1

Add a comment...

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— Top 10 Tuesday -Top 10 Beginning Chapter Books 2023 for Sharing and Gifting! — Top 10 Tuesday – Favorite Nonfiction Picture Books of 2023 —

NOVEMBER 30, 2023 9:02 PM

Welcome!

Search The Blog

Top Ten Tuesday – Favorite Middle Grade Novels 2023

I'm back with my favorite middle grade (grades 5-8) novels of the year! I recommend these books for both classroom read-alouds and stocking stuffers for your middle grade readers at home! The list is long (far more than ten titles!) but they are all unforgettable stories and many will tug on your heartstrings! I have organized the books into different genres, so you are sure to find a book your middle grader will love!

Realistic

Top Story – Kelly Yang

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Monday November 11th Hours (both stores)
11:00 am – 5:30 pm

Hallowe'en or Halloween?

We love all things spooky especially spelling! Like the apparition of 'h' in ghost? And 'Boo' in books!

View all 23 products

Activities for the spooky season!

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K-12 Evaluated Resource Collection

Focused Education evaluates print and digital learning resources, to support teachers with decision-making when selecting resources for classroom instruction. This is an evaluation process, and not an approval process.

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Search Full Text Grades K-3 4-7 8-9 10-12

Subject Collection Language

- Any - - Any - - Any -

SEARCH







The book PITCH!





ADULT SUPPORT

Important

Discussion groups

Modelling

Responsibility

Time/flexibility



COMPREHENSION
IDEAS

DOUBLE ENTRY JOURNAL

QUOTE AND THINKING

WHO? WHERE? PROBLEM/SOLUTION?

SETTING and/or CHARACTER(S)

WEEKLY THINKING PAGE

CO-CONSTRUCTED RESPONSE JOURNAL CRITERIA

GRAND CONVERSATIONS

Criteria	Good	Better	Wow!
Connections	<ul style="list-style-type: none">- Brief; doesn't explain how it is connected with your life- Few details	<ul style="list-style-type: none">- Some details used- Explains further about what happened	<ul style="list-style-type: none">- Descriptive language- Clearly explains how the story connects with your own life
Character Details	<ul style="list-style-type: none">- Simple statement to show the character's emotion	<ul style="list-style-type: none">- Explaining more details about how the character felt or the action they performed- Use reasons to explain	<ul style="list-style-type: none">- Fully explain how they are feeling- Use several details to support- Use a specific quote from the text- Use a conclusion sentence
Emotions—my response to the text	<ul style="list-style-type: none">- State only your emotion	<ul style="list-style-type: none">- State what you feel with few details to explain- May include how you would feel	<ul style="list-style-type: none">- State feelings- Use several details- Use a closing statement
Asking Questions	<ul style="list-style-type: none">- Ask questions that have been answered in the text already- "On the line" question	<ul style="list-style-type: none">- Ask a question that may start a discussion or a debate- Responses may vary	<ul style="list-style-type: none">- Demonstrate curiosity with your question (e.g., "I wonder why...")- May be a personal wondering about the text- Interesting questions

FIGURE 4.17 Lindsay and her class of Grade 6/7 students have co-constructed Good/Better/Wow! examples of the criteria to also guide their responses.

The Garbage King

By: Elizabeth Laird



H:
Hello

stop#7
T
Dani's dad finds him and takes him home and Mamo gets reunited with his sister Tiggst and soon after Tiggst and Mamo live together. This is a three way stop because even when Dani and Mamo come from different ways they still go the same way to meet up and socialize. This reminds me of my mom because she try's very hard to keep in touch with friends.

stop#6
CAUTION
Mamo saw the man who kidnapped him. He tells his gang to watch out and stay away from him. The gang goes and beats up the man's car. This is a caution situation because Mamo was kidnapped by this man before and he would not let it happen again.

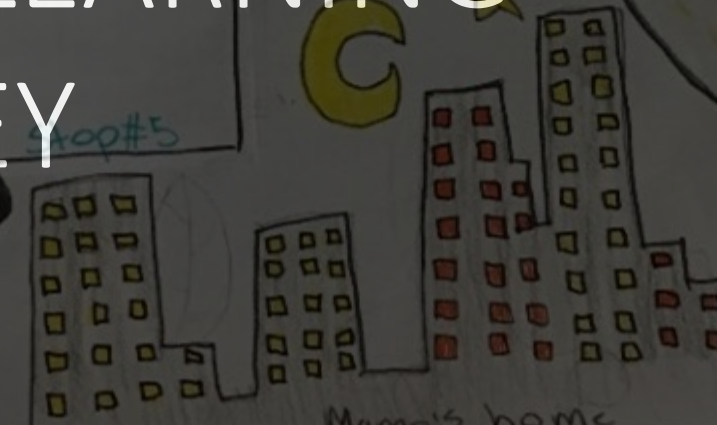
stop#5
DETOUR
While Mamo is out getting food for Dani and himself he bumps into an old friend who says he joined a gang and that Mamo should join too. So later on Dani and Mamo join. This is a detour because it was very unexpected to join a gang out of the blue.

stop#4
!
Dani and Mamo meet when on the run from the police. This is an alert situation because they were very surprised when they saw each other. This reminds me of the book Refugee when Isabel's dad gets arrested during the Cuban crisis.

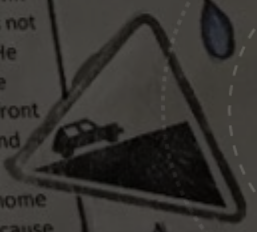
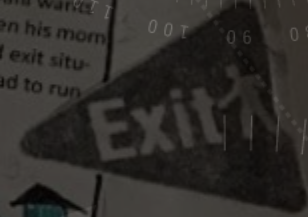
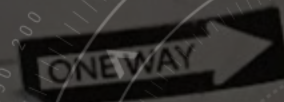
stop#3
!
Soon after Mamo was sold he tried to commit suicide by eating poisonous plants. He was not successful so he ran away from the farm. He tried to get cars to stop for him but no one would so with desperation he jumped in front of a truck. The truck slammed to a stop and helped Mamo inside the driver gave him some money and dropped him off in his home town. This is an uphill climb situation because Mamo had a very hard time getting home. This reminds me of a place called Doreen (My mom owns a cabin there) people pick pine mushrooms there many people are so desperate to get them that they go on the train tracks and almost get hit by a train like Mamo was almost by a truck.

stop#1
Sold
A boy named Mamo gets kidnapped when his sister is not home. He had been living on the streets his whole life so when the man said he had a paying job for Mamo he went with the man. Mamo was taken to a farm far away from his home he was sold to the farmer. This is a one way situation because he had no choice but to go with the man.

stop#2
Exit
A boy named Dani ran away from home because his dad is abusive. He plans to come back home soon. His mom was nice but she had to go away for a bit so Dani wants to come home when his mom is home. This is an exit situation because he had to run away from home.



SUMMATIVE PROJECT IDEA... LEARNING JOURNEY



Book Club Learning Journey Criteria





On Your Way! <i>Areas that need some improvements!</i>	Criteria <i>Standards for this project</i>	WOW! <i>Evidence of advanced performance!</i>
	<p>I can use graphics that symbolize 5+ key moments or events in the life of the main character. <i>Use a 'traffic sign' that matches well with the key event you've chosen.</i> <i>Eg: In <u>Daniel's Story</u> use a '1WAY' sign to illustrate Daniel's train ride to the concentration camp.</i></p>	
	<p>I can describe the significance of each moment in a detailed manner. <i>Write a brief summary of the event explaining why it was significant in the life of the main character.</i> <i>** 3+ of these will explicitly demonstrate the character's 'SPIRIT' (eg of 3)</i></p>	
	<p>I can order the 5+ key moments in sequence from beginning to middle to end of the novel. <i>Ensure that you order your events in logical sequence and/or use arrows as a directive.</i></p>	
	<p>I can make deep connections to at least 3 of the key moments selected. <i>For at least 3 of your road signs, make a deep connection to your life, the world around you, or another text/media source.</i></p>	
	<p>I can demonstrate my thinking in visually-appealing manner. <i>Choose a visual display option that best suits your strengths. (slideshow, poster, etc.)</i></p>	

Book Club Learning Journey Criteria
CORE COMPETENCY SELF-REFLECTION

Name: _____

For each CC statement:

- What is the evidence?
- What are your next steps?

<p> I can consider my own learning style when choosing the best way to demonstrate my learning.</p>	<p> I can think critically when making deep connections between text and the world or myself.</p>
<p> I can communicate my thinking in a clear manner.</p>	<p> I can persevere when things are challenging.</p>



Print



Copy

Book Club Learning Journey

May 30, 2018

Activity Details

Edited on May 30, 2018 by Sandra McAulay

[Hide](#)

DESCRIPTION

Book Club Final Assignment

Learning Intention: to demonstrate a deep understanding of the big ideas and make deep connections to at least one Book Club novel by choosing 5+ key moments or events in the main character's life.

Assignment: Learning Journey

- Use traffic signs to symbolize 5+ key moments or events in the life of the main character. Your traffic signs can be selected from the ones provided, or you may make up your own. These should be in a logical order and can be connected using arrows to guide your audience.
- For each one, write a brief summary of the event explaining why it was significant in the life of the main character. 3+ of these will explicitly demonstrate the character's courage, strength and/or perseverance.
- Make sure that the traffic sign MATCHES the event. (eg: 'road block' sign would symbolize when the M.S. St. Louis and Josef's family were stuck on the shores of Cuba in the novel Refugee)
- Create a visual display for your 5+ events. Choose the best way for you! Poster, slideshow using iPad, etc. If you have an idea, please ask your teacher.
- Choose at least 3+ of your events and make a DEEP connection to your life, another text/media source, or the world around you.

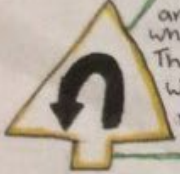
THE HONEST TRUTH

Dan GemeinHart

STOP # 1
The Bumpy Road Signifies that life is tough and there are some rough patches just like when mark got beat up by some teenagers looking for money but mark did not have very much.



STOP # 2
The U Turn Sign Signifies that you have one last chance to turn around and go home, just like when mark heard the bus driver say there was a big storm ahead near Mt. Ranier.



CANCER
The Stop Sign Signifies that you have to stop where ever the sign is. This sign is used by mark when he finds out he has cancer again.



STOP # 3

STOP # 4
The Detour Sign Signifies that there is a change in plans. When the bus driver kicked mark off the bus he had to make different plans. When my auntie broke her fingers she couldn't come to my party for her so we had to make different plans as well.



STOP # 5
The uphill climb sign signifies that there is a steep climb ahead. Mark had a steep climb ahead when he started his adventure up the mtn. One time I went on a roller ride with my cousin and we rode a little up Hudson Bay mtn.

Synopsis
In the book The Honest Truth there is a boy named Mark. Mark has cancer but cancer does not stop mark from filling his dream to climb Mt. Ranier. Mark and Bea (his dog) climb Mt. Ranier with a heart stopping story.

STOP # 6
The Attention Sign Signifies that there is something dangerous ahead. Mark expressed this sign when Bea fell in the crevasse. One time I went swimming and as I was getting on my paddle board my necklace got caught and fell to the bottom of the lake.



STOP # 6