**Lesson Topic:** Scaffold Day for Book Groups

**Grade level:** 11

**Length of lesson:** 50 minutes

\*\*Monday of Week 3\*\*

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):**  Speaking, Viewing, and Listening Anchor  1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | |
| **Understanding (s)/goals:**  Students will understand that collaborating ideas after reading a text brings new ideas to their attention, and allows them to have a greater understanding of what they read.  Students will understand that when working in a small group of their peers requires them to participate fully by contributing to conversation and understanding through their assigned reading role. | **Essential Question(s):**  In what ways is discussion different in a small group as opposed to normal large-scale class discussion?  What are effective ways to communicate ideas and beliefs to peers? |
| **Student objectives (outcomes):**  Students will be able to identify different aspects that make up an effective group discussion, and participate in their book groups in a respectful and effective manner to solicit a successful result. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):** | **Other Evidence:**  Participation in small group discussion and understanding of their role in the group.  Completion of reading assignment. |
| **Stage 3 – Learning Plan** | |
| **Learning Materials:**  Individual copies of novel  Folders or binders for each book circle group  **Learning Activities:**  Before class begins… [write on board or project] assigned book groups, and new seating arrangement to accommodate for this unit’s use of group work.  Greet students as they enter, and bring their attention to the board so they have adequate time to get to their new seat. (*2 minutes*)  Tell the class that now they will be sitting with their book groups as the new seating arrangement for the unit, but before we break off into small group discussion the class needs to discuss what makes for a productive and effective use of discussion time.   1. Overview of roles and the importance of each of them. Roles include: summarizer/scribe, vocabulary expert, story cartographer, questioner, and historian 2. [write on board] ask class what they think aspects of a good discussion include. 3. [write on board] ask class what they think aspects of a bad discussion include. 4. [write on large piece of paper to hang on wall during unit] create a set of classroom guidelines that define the expectations of individuals in each book circle group. Some expectations may include: read appropriate portion of book ahead of time, have role prepared for discussion, respect other group members opinions, etc. (*13 minutes)*   All book groups will now be given time to discuss the first part chapter of their book. They will do so by having each member share what they observed from the reading through the lens of their role as a reader. The summarizer will be keeping notes from their current discussion.   * During this time I will handout group folders/binders to each group for them to keep all of their notes together. This will be left in the classroom at all times. * I will also be moving from group to group to help the conversations progress effectively, and to answer questions about parts of the book or roles that they still may not fully understand yet. (*30 minutes*)   As students leave, be sure that each group puts their folder/binder in the proper location in the classroom. | |