Jessica Trelstad

RED 311

**Fever 1793 (Literature Circle Unit)**

**Grade Level:** 4th Grade

**Benchmarks:**

* **4.1.1.1 & 4.2.1.1** Refer to details and examples in a text when explaining what the text saws explicitly and when drawing inferences from the text.
* **4.1.2.2** Determine a theme or a story, drama, or poem from details in the text, summarize the text.
* **4.1.3.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters’ thoughts, words, or actions).
* **4.1.7.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
* **4.2.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
* **4.8.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

e. Cooperate and problem solve as appropriate for productive group discussion.

* **4.10.3.3** Use knowledge of language and its conventions when writing, speaking, reading or listening.

**Content Objectives:**

Students will read Fever 1973 and fill out the literature circle packet for their assigned role during each meeting. Each role the students complete will include a different reading strategy.

**Language Objectives:**

1. Students will be able to recall incidents, characters, facts, and details of the book Fever 1793.
2. Students will be able to share their thoughts and opinions with the group as well as their assigned reading role strategy for the given text section.

**Schedule for Lesson Plans:**

4/6/15 Monday: Launch Lesson

4/8/15 Wednesday: Day 1 (Ch. 1-4)

4/13/15 Monday: Day 2 (Ch. 5-8)

4/15/15 Wednesday: Day 3 (Ch. 9-12)

4/20/15 Monday: Day 4 (Ch. 13-16)

4/22/15 Wednesday: Day 5 (Ch. 17-20)

4/27/15 Monday: Day 6 (Ch. 21-24)

4/29/15 Wednesday: Day 7 (Ch. 25-29)

**Materials:**

Fever 1793

Literature Circle Packet

**Daily Literature Circle Instructional Plan:**

Getting ready: Students will reflect upon their reading by answering prepared questions. Students will then fill out their assigned roles for the specific reading in their packets.

Task: Students will discuss the assigned reading with each other and share their work for their assigned reading roles.

Discourse: Students will begin reading the next section of the book.

**Evaluation (Assessment):**

Students will be assessed by how well prepared they come and how much they participate in the literature circle. They will also be assessed by how much thought they put into their role worksheets as well as completeness.

**Instructional Plan: Wednesday Day 1 (Ch. 1-4)**

1. Welcome

*“Good Morning 4th graders! My name is Ms. Trelstad, and I am so glad you chose to read Fever 1793 with me! Before we get started, I’d like to share with you what I am going to be looking for as we meet for the next three weeks. At the end of our time together, we will reflect on how you did in five different areas. The areas are: reading the assigned pages and coming prepared, completing your assignment in a thoughtful and organized manner, speaking clearly and making eye contact, staying on topic and contributing to discussion, and being respectful of others in the group.”*

1. Assigning books

*“Each of you will be assigned a book to use for our time together. You will be responsible to hold onto this book and return it to me at the end of the three weeks. Reading should all be done at school during your Action 100 time, so there should be no reason to bring it home. Does everyone understand?”*

1. Predictions and reading time

*“Today we are going to read the first four chapters together. They are not very long, and I would like you to each read a page until we finish the reading.”*

After reading through chapter 2, ask the students to predict what they think is going to happen next.

*“What do you think is going to happen in the next two chapters we read together?”*

Finish reading through chapter 4 as a group.

1. Assign reading roles for Monday and hand out packets

*“Here are the packets we are going to be working with during the three weeks we are together. Between now and Monday you will have time to read chapters 5-8 during your guided reading time. Once we meet again, you will be expected to fill out the section I assign to you today on those chapters. Does everyone understand what they are expected to do?”*

Assignments for Wednesday, Day 2:

Illustrator: Student 1

Investigator: Student 2

Passage Picker: Student 3

Vocabulary Enricher: Student 4

1. Allow students to get started on reading

*“You may now start reading for our next meeting together. Remember, you don’t need to fill out your packet yet. Just bring it with you next Monday and we will fill it out together. Enjoy the book!”*

1. Dismiss back to classrooms.

**Instructional Plan: Monday Day 2 (Ch. 5-8)**

1. Welcome students and reflect on reading

*“Good Morning 4th Graders, how did your reading go? Are you liking the book so far? Was your action 100 time enough time to finish the assigned chapters? Are there any questions you have for me regarding what we are doing?”*

1. Work time on assigned role

*“Now we are going to take some time to work on the roles I assigned to you last week. If you need to use your book you may. If you have any questions or need help, please let me know. When you are finished you may continue reading in Fever 1793.”*

1. Sharing and discussion

*“I would like to go around in a circle and have each of you share what you recorded in your packet today. Once we are done with that, we can have an open discussion about the book. Remember to listen to each other and be respectful.”*

1. Assign reading roles for Wednesday Day 3 (Ch. 9-12)

Illustrator: Student 4

Investigator: Student 1

Passage Picker: Student 2

Vocabulary Enricher: Student 3

1. Allow reading time

*“You may now get started on the reading for our next meeting. Be thinking about what your role is for next time while you read, this will help you come more prepared and ready to share. Enjoy the book!”*

1. Dismiss back to classrooms.

**Instructional Plan: Wednesday Day 3 (Ch. 9-12)**

1. Welcome

*“Good Morning boys and girls, how did the reading go for this section? What questions do you have now?”*

1. Work time on assigned role

*“Now we are going to take some time to work on the roles I assigned to you last week. If you need to use your book you may. If you have any questions or need help, please let me know. When you are finished you may continue reading in Fever 1793.”*

1. Sharing and discussion

*“I would like to go around in a circle and have each of you share what you recorded in your packet today. Once we are done with that, we can have an open discussion about the book. Remember to listen to each other and be respectful.”*

1. Assign reading roles for Monday Day 4 (Ch. 13-16)

Illustrator: Student 3

Investigator: Student 4

Passage Picker: Student 1

Vocabulary Enricher: Student 2

1. Allow reading time

*“You may now get started on the reading for our next meeting. Be thinking about what your role is for next time while you read, this will help you come more prepared and ready to share. Enjoy the book!”*

1. Dismiss back to classrooms.

**Instructional Plan: Monday Day 4 (Ch. 13-16)**

1. Welcome

*“Good Morning boys and girls, how did the reading go for this section? What questions do you have now?”*

1. Work time on assigned role

*“Now we are going to take some time to work on the roles I assigned to you last week. If you need to use your book you may. If you have any questions or need help, please let me know. When you are finished you may continue reading in Fever 1793.”*

1. Sharing and discussion

*“I would like to go around in a circle and have each of you share what you recorded in your packet today. Once we are done with that, we can have an open discussion about the book. Remember to listen to each other and be respectful.”*

1. Assign reading roles for Wednesday Day 5 (Ch. 17-20)

Illustrator: Student 2

Investigator: Student 3

Passage Picker: Student 4

Vocabulary Enricher: Student 1

1. Allow reading time

*“You may now get started on the reading for our next meeting. Be thinking about what your role is for next time while you read, this will help you come more prepared and ready to share. Enjoy the book!”*

1. Dismiss back to classrooms.

**Instructional Plan: Wednesday Day 5 (Ch. 17-20)**

1. Welcome

*“Good Morning boys and girls, how did the reading go for this section? What questions do you have now?”*

1. Work time on assigned role

*“Now we are going to take some time to work on the roles I assigned to you last week. If you need to use your book you may. If you have any questions or need help, please let me know. When you are finished you may continue reading in Fever 1793.”*

1. Sharing and discussion

*“I would like to go around in a circle and have each of you share what you recorded in your packet today. Once we are done with that, we can have an open discussion about the book. Remember to listen to each other and be respectful.”*

1. Assign reading roles for Monday Day 6 (Ch. 21-24)

Travel Tracer: Student 1

Connector: Student 2

Summarizer: Student 3

Character Captain: Student 4

1. Allow reading time

*“You may now get started on the reading for our next meeting. Be thinking about what your role is for next time while you read, this will help you come more prepared and ready to share. Enjoy the book!”*

1. Dismiss back to classrooms.

**Instructional Plan: Monday Day 6 (Ch. 21-24)**

1. Welcome

*“Good Morning boys and girls, how did the reading go for this section? What questions do you have now?”*

1. Work time on assigned role

*“Now we are going to take some time to work on the roles I assigned to you last week. If you need to use your book you may. If you have any questions or need help, please let me know. When you are finished you may continue reading in Fever 1793.”*

1. Sharing and discussion

*“I would like to go around in a circle and have each of you share what you recorded in your packet today. Once we are done with that, we can have an open discussion about the book. Remember to listen to each other and be respectful.”*

1. Assign reading roles for Wednesday Day 7 (Ch. 25-29)

Travel Tracer: Student 4

Connector: Student 1

Summarizer: Student 2

Character Captain: Student 3

1. Allow reading time

*“You may now get started on the reading for our next meeting. Be thinking about what your role is for next time while you read, this will help you come more prepared and ready to share. Enjoy the book!”*

1. Dismiss back to classrooms.

**Instructional Plan: Wednesday Day 7 (Ch. 25-29)**

1. Welcome

*“Good Morning boys and girls, how did the reading go for this section? What questions do you have now?”*

1. Work time on assigned role

*“Now we are going to take some time to work on the roles I assigned to you last week. If you need to use your book you may. If you have any questions or need help, please let me know. When you are finished you may continue reading in Fever 1793.”*

1. Sharing and discussion

*“I would like to go around in a circle and have each of you share what you recorded in your packet today. Once we are done with that, we can have an open discussion about the book. Remember to listen to each other and be respectful.”*

*“Now I would like to open up the discussion to your final thoughts on the book. What part was your favorite? Are you glad you chose this book? What would you change if you could?”*

1. Vocabulary Worksheet

*“Now I would like you to each fill out this worksheet that focuses on vocabulary that we read about in the book. If you have any questions please let me know. Then, we will go over it together.”*

1. Fill out evaluation

*“Like I told you in the beginning of our time together, I was looking for special things from you this week. Now, we are going to fill out the evaluation and see how you did!”*

1. Dismiss back to classrooms

**Evaluation:**

The students will be evaluated on their participation and completeness of their packet. I will observe them during their discussions to check for understanding. The rubric that the students became aware of on the first day together will give them a chance to evaluate themselves as well as be evaluated by myself.