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| | | Act: 8R10 |
| Grade: 8 | Strand: Reading | Concept: Formulating discussion questions |
| Description of Task: | In preparation for reading and discussing a passage, students develop and record questions to lead a group discussion of the text. | |
| Expectations: | 8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; 8e31 • explain how the various elements in a story function in relation to each other; 8e33 • make judgments and draw conclusions about ideas in written materials on the basis of evidence; 8e34 • clarify and broaden their own points of view by examining the ideas of others; | |
| Software Type: | Word Processing Database (for extension) | |
| Computer Skills Prerequisite | Students must be able to: <ul style="list-style-type: none"> • Open a word processing program • Find the correct template • Enter text into the template using the keyboard • Save and print completed work | |
| Student Instructions: (for teacher) | 1. Review duties of Discussion Facilitator for group discussion or literature circle. 2. Review types of questions students should be asking (e.g. open ended, “thick” rather than “thin”, beginning with “I think”, “I wonder”). 3. Ask students to open template and complete activity. 4. Remind them to rename file before saving to leave the template clear for the next group. | |
| Teacher Notes: | <p>A literature circle is a process in which students meet to discuss their reading experiences, reveal their perceptions about the book, clarify concepts, and participate in a shared experience of the text. A literature circle comprises three to five students who read the same book and record their thoughts in a journal before meeting with their group. All students in the group have an opportunity to relate their impressions and contribute to the discussion. In a class with four or five circles, only one group should be in discussion at a time. Literature circles encourage students to direct their own learning and to connect the reading to their personal lives and prior knowledge. They also promote good group discussion strategies (appropriate listening and responding skills) and an atmosphere of shared decision making as students help to set conduct and management policies. (<i>Teaching/Learning Teacher Companion, Ontario Curriculum Unit Planner, 2002, Ontario Ministry of Education</i>)</p> <p><i>There are many websites devoted to the use of Literature Circles. One example is http://www.literaturecircles.com</i></p> <p>This activity can be used to prepare students for literature circles to ensure that they will have sufficient material for discussion. It is also a way to measure students’ accountability during group work. Other activities and templates for different roles in literature circles are easily adaptable for the computer.</p> <p>A class database of questions for different novels can be created as an extension activity.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students prepare for other roles in literature circles. • Students read ahead in the novel or reread sections for discussion. <p>Students work on personal reader responses independently.</p> | |
| | Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> | |
| Assessment: | Are students asking good questions to clarify understanding? (learning skills) Are students generating questions for further research? (learning skills) Are students including specific references from the text? (curriculum) Are they including the main ideas and themes of the section? (curriculum) Are they making conclusions and predictions based on the text? (curriculum) | |