

Grade: 8	Strand: Reading	Concept: Word study
Description of Task:	In preparation for reading and discussing a passage, students record new words from a reading passage.	
Expectations:	8e29 • understand the vocabulary and language structures appropriate for this grade level; 8e41 • use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries); 8e43 • use the special terminology in a particular area of study, as necessary.	
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)	<ol style="list-style-type: none"> 1. Review types of words students should be recording (e.g. interesting, difficult). 2. Ask students to open template and complete activity. 3. Remind them to rename file before saving to leave the template clear for the next group. 4. Remind them to print completed work. 	
Teacher Notes:	<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 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>Students may also use these words as part of the personal dictionaries (see Activity 7R3).</p> <p>A class database for different novels could 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. • Students consult dictionaries or thesauruses for more information on chosen words. • Students work on personal reader responses independently. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	<p>Are students choosing grade-appropriate words? (curriculum)</p> <p>Are students including specific references from the text? (curriculum)</p> <p>Are they using appropriate strategies to understand their chosen words? (curriculum)</p> <p>Are they connecting their words and ideas with their own experiences? (learning skills)</p>	