

LITERATURE CIRCLES AT NEW PALTZ MIDDLE SCHOOL

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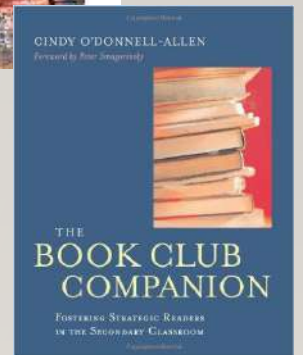
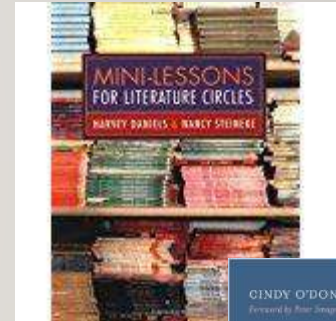
WHAT ARE LITERATURE CIRCLES?

- Students work in small groups to read and analyze a novel.
- Novels at each grade level represent a variety of reading levels but are unified by a common theme or genre.
- Prep-tasks include reading a section of the book and noting observations about literary elements.
- Students then collaborate and discuss observations during class.
- Discussions are largely student-led after being modeled by the teacher.

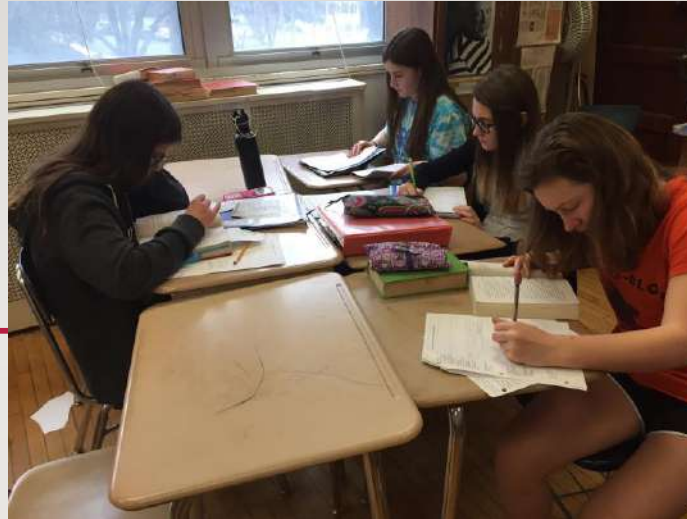


HOW LITERATURE CIRCLES BEGAN AT NPMS

- Why (Rationale): *The Giver* by Lois Lowry— Award-Winning yet challenging for many 7th graders
- Who: ELA teachers, reading specialist, library media specialist created a unit
- How: Research— books, colleagues from other schools
- What: Genre or theme-based book selections of varying difficulty in reading levels
- When: 2010 (approximately)



BENEFITS



- Students have the ability to choose the novel which creates invested learners.
- Carefully selected books allow students to be successful on their own levels.
- Using prior knowledge of literary elements, students guide the discussion of the important aspects of the novels.
- While students collaborate, teachers are able to assess students' application of literary elements taught throughout the year.

SKILLS AND LEARNING OBJECTIVES

Literary Elements: Character Traits, Settings, Plot/Events, Genres, Points of View, Leads, Conflicts, and Vocabulary

Skills: Predicting, Inferring, Synthesizing Texts, Questioning, Making Personal Connections, Researching

Writing: Summary, Theme, Comparison, Analysis

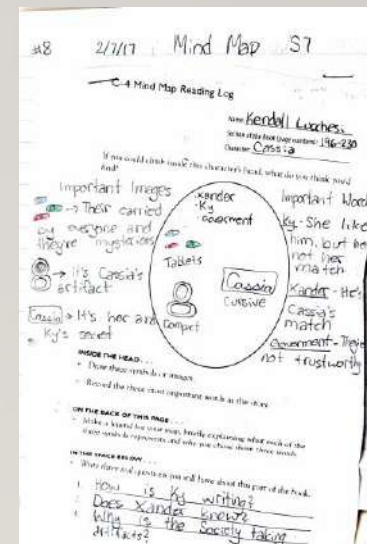


MODELING A LITERATURE CIRCLE JOURNAL ENTRY

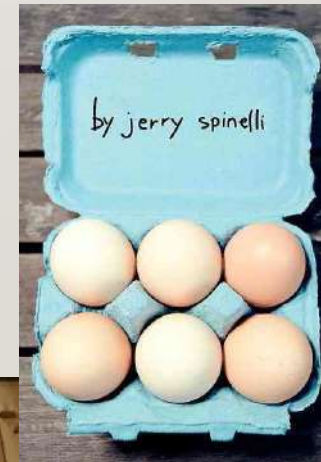
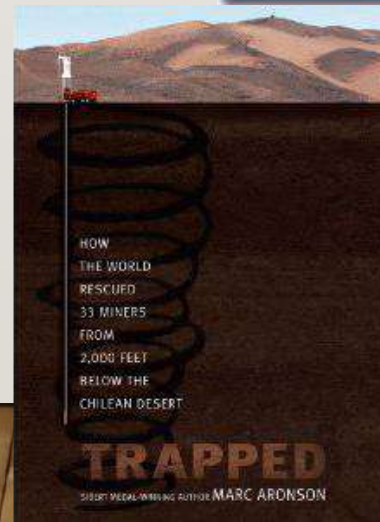
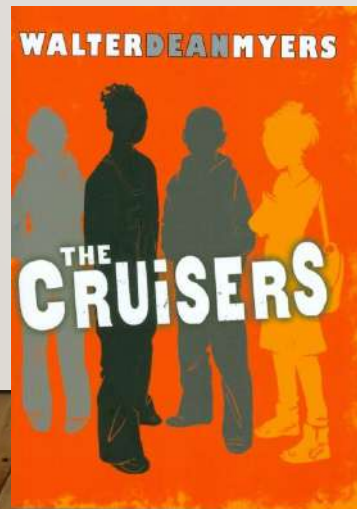
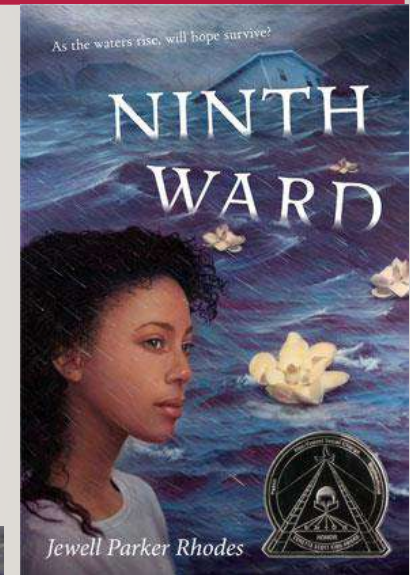
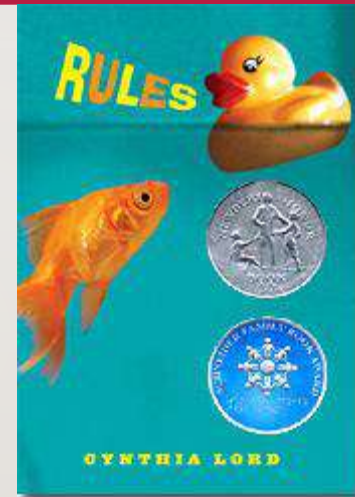
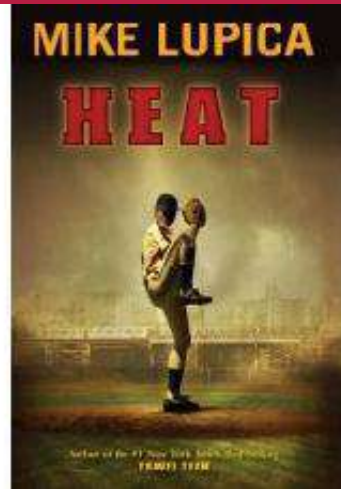
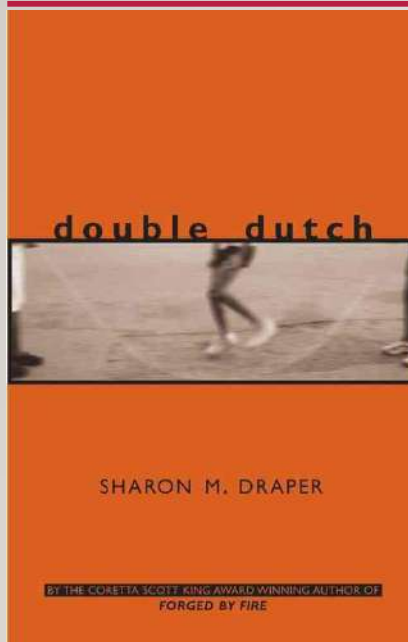
- Activities can be complex; small-group work and collaboration can be unfamiliar or difficult.
- Students might need a phase of preparation or initial training.
- Mini-lessons cover:
 - Social skills
 - Cognitive strategies
 - Literary lens

Date	Index
1/1/17	Successful Groups
1/1/17	Wye Notwood in S1
2/1/17	Vocab S2+S3
3/1/17	Lit Terms S2+S3
4/1/17	Discussion Questions S4
5/1/17	Poetic Devices S5
6/1/17	Card / S6
7/1/17	Mini S7
8/1/17	Vocab S4+S7
9/1/17	Writing S8+S9+S10

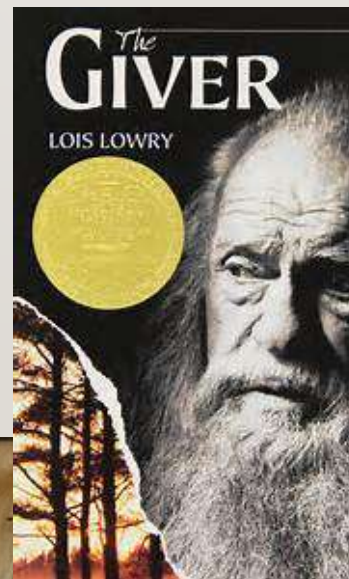
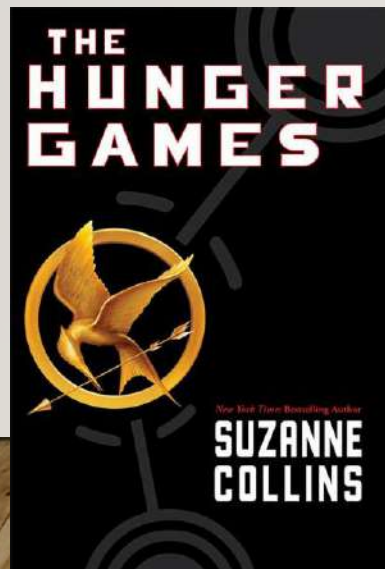
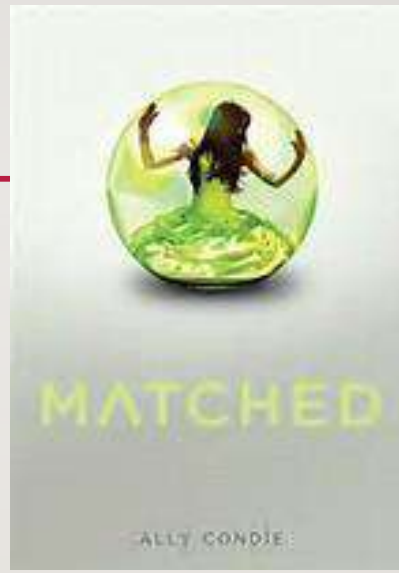
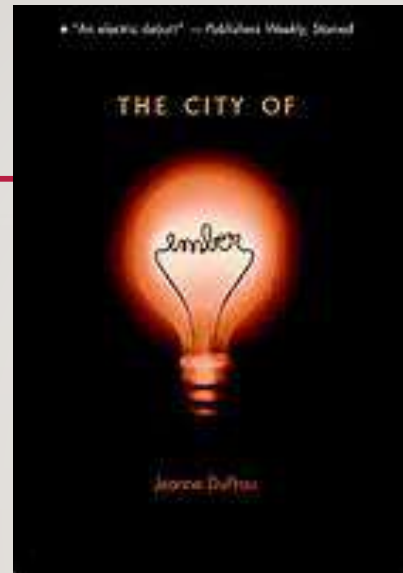
Date	Topic	Group Response
16/1/17	Poetic Devices S5	Device: simile Concrete Detail: "the flower is white and big. Lovely like stars" Explanation: This is a simile because the flower gave back what it was given. It's a simile because it's comparing the flower to stars.
17/1/17	Crazy Cards S6	Device: hyperbole Concrete Detail: "one still has the sun on his face" Explanation: This is a hyperbole because the sun is not on his face. It's a simile because it's comparing the sun to a face.
18/1/17	Imagery	Device: simile Concrete Detail: "the sun is a smile from your face" Explanation: This is a simile because it's comparing the sun to a smile. It's a simile because it's comparing the sun to a smile.



THE BOOKS WE READ – 6TH GRADE



THE BOOKS WE READ - 7TH GRADE



THE BOOKS WE READ – 8TH GRADE

