UNIT PLANNING TEMPLATE- ELA (Literature Circles)

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|  | **Unit Topic / Guiding Question:** Literature Circles- Dystopian | | | | | | |
|  | **Rationale:**  Literature circles allows students to work together and analyze various texts that fall under a similar category. Along with connection building and characterization, students also get to communicate, collaborate, and think critically about the texts they have chosen (core competencies)  The purpose of literature circles is to have students independently work on building comprehension and understanding of the novels they are reading. Within this cycle of literature circles, students will begin with assignment one for book one. Throughout the weeks, students will independently work on assignment one alongside of them reading book one. Once finished, students will return book one, hand in assignment one and continue into book 2. Book 2 contains its own assignment which students are expected to complete by the end of book 2. Ideally by the end of the 7-week literature circle cycle, students have completed 2 different assignments for 2 different books. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| *Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.*  *Exploring and sharing multiple perspectives extends our thinking.* | | | *How can exploring stories and other texts help us understand ourselves and make connections to others and to the world?*  *How can exploring and sharing multiple perspectives extend our thinking?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   - I contribute purposefully to discussions and conversations. I synthesize, deepen, and transform my own and others’ thinking (Communication)  -I contribute during group activities, cooperate with others, and listen respectfully to their ideas. I can work with others for a specific purpose. (Collaboration)  - I can use my imagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas in new ways (Creative Thinking)  - I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions (Critical Thinking) | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**  - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts  - Construct meaningful personal connections between self, text, and world  - Respond to text in personal, creative, and critical ways  - Exchange ideas and viewpoints to build shared understanding and extend thinking  - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  - genres of texts (dystopian)  - literacy elements  - reading and writing strategies | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**  Students will continue to work together and share ideas with each other throughout the entire time the class is working on literature circles. Students will be able to connect with one another and make connections to the book as they gather more knowledge from their novel. Students learning also becomes reflexive and reflective. A students learning may change as they continue to learn new knowledge from their novel and hear thoughts and opinions from other students reading the same novel. |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | - Each week, students gather and discuss findings, connections, predictions and share quotes from the text they have chosen. The teacher in the group will take observation notes and guide the discussion. \*see where students are at and ensure they are following along and sharing ideas.  - Weekly check ins, seeing where students are at in their reading and the assignment. During these weekly check ins, teacher will touch base with each student see where they are at in their novel, with their assignment. The teacher will formatively give feedback and make suggestions to these students to keep them on track and moving in the direction they need. | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | - **Novel Brochure** (showing their comprehension of the book through their ideas, connections, and opinions from the text chosen) – show example  Expectations:  - State their opinion on what they thought of the book and why (3-4 sentences with at least 3 details)  - Connections (give 3 connections with 2 supporting details)  - Conflict (students state the conflict and explain what they would do)  - Setting (students explain the setting of the book with at least 3 details)  - Characters (students introduce the characters (main 3) with 3 details for each character)  - Illustration (students will draw themselves in the world of their novel – all these novels are dystopian, meaning they are all based out of an alternate universe)  - **Novel Bento Box** (students choose images and pictures to represent parts of the book to show their understanding)  - Students collect and take 6 pictures (or use clip art) to represent elements of their story.  - With each picture, student will write 3-4 sentences explaining why this image is connected to their story  - Students will range their 6 images to make a collage with an image of their book in the center (show example)  - **6 weekly circle discussions**; thoughts and predictions are recorded (assessing for participation and understanding)  - Each week, students will prepare their thoughts and predictions to bring to the meetings (keeping in mind spoilers)  - Teacher will observe and record notes as each student shares (assessed on their ability to bring meaningful conversations predictions, ideas, etc.) | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *Lesson 1* | I can choose a book of my interest based off the descriptions given to me.  I can make a prediction using my background knowledge. | | | **\*Teacher prep: wrap all books in brown paper and write brief descriptions on the front.**  **Beginning of Lit Circles:**  **Book introductions for the books**  **Students choose their books (all books are wrapped in brown paper with the brief description written on the front. Students cannot choose books they have already read, if a student chooses a book they have already read, they must choose a different book)**  **\*Formative- Exit slip, write a prediction on what they think the book is going to be about on a sticky note and post it on the board.** | | | |
| *Lesson 2* | I can choose a book of my interest based off the descriptions given to me.  I can read fluently at my grade level. | | | **Go over expectations of the assignments (refer to lesson 4) and show exemplars.**  **Have students ask questions and ensure everyone is on the same page.**  **For the rest of the block, students can begin reading/working on the assignment.**  **\* Formative- teacher observation and check understanding of the expectations.** | | | |
| *Lesson 3* | I can read fluently at my grade level. | | | **Students begin reading their books and working on their assignment.**  **Encourage students to keep track of any questions or thoughts to themselves (not discussing with peers yet)**  **Teacher will check in with students, ensure they are happy with their book choice and have not read the novel before.**  **\*Formative- check in with students** | | | |
| *Lesson 4* | I can read fluently at my grade level.  I can make connections to my book to show comprehension of what I have read.  I can state the conflict of my book.  I can identify the setting and main characters found in the book.  I can use my thoughts and opinions to add depth to my writing.  Curricular Competencies:  - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts  - Construct meaningful personal connections between self, text, and world  - Respond to text in personal, creative, and critical ways  - Exchange ideas and viewpoints to build shared understanding and extend thinking  - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences  (Students are all at different points within their assignment therefore multiple learning intentions and multiple curricular competencies will be touched on) | | | **Students continue to read their books and begin thinking about their assignment (novel brochure)**  **The novel brochure assignment is a physical brochure that the students make where they include their own thoughts and opinions along with knowledge gathered from their novel in one creative space to demonstrate understanding and comprehension.**  **Within this novel brochure, students are expected to:**  **- State their opinion on what they thought of the book and why (3-4 sentences with at least 3 details)**  **- Connections (give 3 connections with 2 supporting details)**  **- Conflict (students state the conflict and explain what they would do)**  **- Setting (students explain the setting of the book with at least 3 details)**  **- Characters (students introduce the characters (main 3) with 3 details for each character)**  **- Illustration (students will draw themselves in the world of their novel – all these novels are dystopian, meaning they are all based out of an alternate universe)**  **\*Formative- teacher observes students as they work independently on their assignments and read their novel.** | | | |
| *Lesson 5* | I can exchange ideas and viewpoints to build shared understanding and extend thinking | | | **Students now gather and get together with their peers and discuss what they have read so far throughout their novel. Students are expected to prepare thoughts, questions, and predictions before the group meeting begins. Each group will have a teacher present, as the teacher, it is their job to guide the discussion, not lead the discussion. Teacher will go over expectations of the groups before they begin (no spoilers) The students should be the ones sharing their thoughts and ideas with the rest of the group.**  **\*Formative- teacher is observing and listening to the student’s discussion during the book talk** | | | |
| *Lesson 6*  *Continued….* | I can read fluently at my grade level.  I can make connections to my book to show comprehension of what I have read.  I can state the conflict of my book.  I can identify the setting and main characters found in the book.  I can use my thoughts and opinions to add depth to my writing.  Curricular Competencies:  - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts  - Construct meaningful personal connections between self, text, and world  - Respond to text in personal, creative, and critical ways  - Exchange ideas and viewpoints to build shared understanding and extend thinking  - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences  **(Students are all at different points within their assignment therefore multiple learning intentions and multiple curricular competencies will be touched on)** | | | **From this lesson forward, students will be expected to independently continue their package as they work through their novel. During these work blocks, students will be reading further in their novel and working on their assignment.**  **Throughout these lessons/work blocks, there will be check ins and checkpoints made, making sure the students are staying on track 🡪 teacher will write suggestions on the board at the beginning of the work blocks on how to structure their time.**  **EX: 15m reading novel**  **15-20m working on novel brochure.**  **\*When students finish their novel, they will sign out another novel and begin reading that one. There is assignment 2 for them to complete with their 2nd novel. This second assignment is a bento box image, where students choose 5-7 items that have meaning and representation in the novel and explain why they chose this item in 3-4 sentences.**  **\*Summative- Teacher collects both assignment 1 and 2 from students** | | | |
| *Lesson x* | I can exchange ideas and viewpoints to build shared understanding and extend thinking | | | **Final group meeting**  **During this meeting, groups with share and discuss the ending of the book and if enjoyed the ending or not (if not, prompt students to explain why)**  **-Students return their books if finished with them.**  **\*Summative- Final time when teacher observes and listens to student’s book talk** | | | |
|  | **Resources needed:** | | | | | | |
|  | **- 8-10 novels at a range of reading levels**  **- Lit circle booklet; includes expectations, rubrics, and assignment guidelines**  **- Assignment exemplars** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **- Fine Arts, students create images and illustrations based off the text they have chosen**  **- Social studies; some texts involve themes that raise further inquiry questions about those topics** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?**  **\***reflect with CT | | | | | | |
|  | **Where to next?**  - After this cycle of literature circles, the teacher may consider doing another cycle based off a different theme (challenges, adventure, etc.) | | | | | | |