

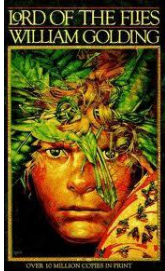
# Tuesday

November 12, 2013 (11.12.13)

## Materials



Composition Book  
+ Pen or Pencil



*Lord of the Flies*

## Agenda

### Time Estimate

### Activity

5-7

Warm Up

3

Deadlines & Reminders

15-20

Quiz #1

15-20

Notes: Literature Circles

Remaining

Teams: Literature Circles, Chapter 4

30-40

LaD:

Andrew (1<sup>st</sup> period)

## Announcements

- **Apologies** for being out last week!

# Warm Up

November 12, 2013 (11.12.13)

**Volume-O-Meter:** 0 (Silence)

**Time:** 3 Minutes

---

**Word Part of the Day:**

*patr, pater*—father

1. Looking back on Chapters 1-3, what is the single most important moment that happened? Explain.

# Warm Up

November 12, 2013 (11.12.13)

**Volume-O-Meter:** 0 (Silence)

**Time:** 5 Minutes

---

**Word Part of the Day:**

*patr, pater* – father

1. Write down the word part of the day and its definition. Now, brainstorm and write down as many words as you can that contain that word part.
2. Spend the remainder of this time preparing for your quiz; make sure you've read and understood Chapters 1-3.

# Transition



Student  
Planner

# Reminders & Deadlines

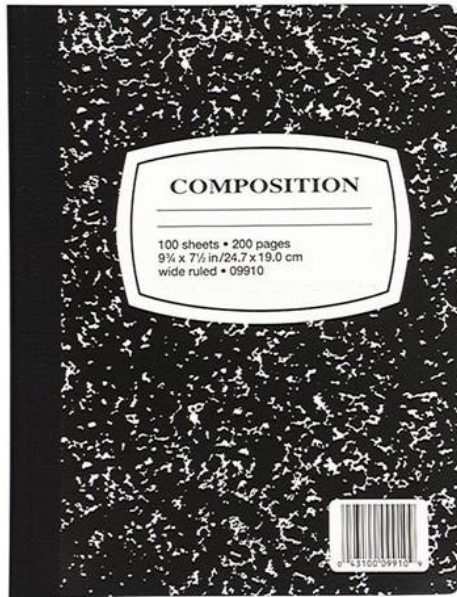
<b>Date Given</b>	<b>Assignment</b>	<b>Due Date</b>
Wednesday 11.6	<ul style="list-style-type: none"><li>• Finish Chapter 4</li><li>• Complete assigned role in Comp. Notebook</li><li>• Make sure to collect data on sheet for research (4-5 entries)</li></ul>	Friday 11.8
And		And
Thursday 11.7		Monday 11.11

# Quiz #1

## Directions:

- Use **Sheet of Paper**
- Volume-O: 0** during quiz
- 15 minutes** to complete the Quiz
- Shortest answer** possible
- Use your **Notebook, Book, and Data Sheet** if needed

# Transition



Notes

# Literature Circles

## T A K E N O T E S

- Team of 4-5 people.
- Each person has unique role:
  - Discussion Director
  - Passage Master
  - Vocabulary Guru
  - Illustrator
  - Connector (in team of 5 only)
- Allows multiple perspectives when reading





# Literature Circles

## Steps:

1. Role assigned
2. Read passage / chapter
3. Fill out assigned role (in notebook)



# Read: *Lord of the Flies*

## A S S I G N M E N T

- Read Chapter 4
  - Silent
  - While reading, write down data to complete your role (in notebook)
  - When time is called, will share findings with team at end of class



lord of the flies



william golding

# Leading a Discussion

## A S S I G N M E N T

### Discussion Director:

1. Will set classroom formation
2. Ask questions
3. Call on students
4. Use “class/yes” or use other tools

### Hampton:

1. Mostly a listener
2. Discussion director's grade
3. Participants' grades
4. The point system

# Leading a Discussion

## Class Discussion Rubric (Big Circle, Socratic Circle/Seminar Rubric)

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Preparation</i>	Shows understanding of the material and uses specific references to text to support and defend ideas.	Makes specific references to text to support ideas. Uses text effectively when challenged to do so.	Occasionally makes references to text to support and defend ideas, but mainly relies upon self-knowledge.	Makes no references to text to support and defend ideas.  Ideas appear "off the cuff."
<i>Conduct</i>	Contributes to the success of the group and makes invitations by name to include and support all willing participants.  Is consistently non-judgmental and respectful.  Body language is active and makes good eye contact.	Demonstrates respect and enthusiasm attempting to include and support all participants.  May show favoritism to certain classmates.	Demonstrates general respect for the group but is not always supportive and inclusive.  May at times be judgmental or impatient of others.	Speech and manner suggest a lack of support and/or respect.  Uses disrespectful language.  Centers dialogue on self or specific classmates.  Side conversations are frequent.
<i>Questions &amp; Responses</i>	Demonstrates thoughtful and active participation throughout discussion by asking thoughtful, analytical and/or inductive questions.	Demonstrates active participation throughout discussion by asking questions.	Demonstrates participation through most of seminar. Questions asked may be superficial and/or do not serve to further discussion.	Is a passive observer and does not ask questions.
<i>Synthesizing Information</i>	Stops frequently to reflect on text meaning; may relate to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the assigned reading	Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning by thinking of big idea(s)	Stops periodically to identify text events and may incorporate schema into interpretation of a main idea	Rarely or never stops to consider what new information has been learned.