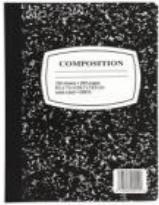


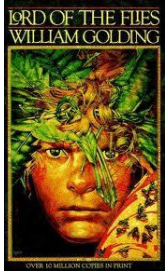
Wednesday

November 13, 2013 (11.13.13)

Materials



Composition Book
+ Pen or Pencil



Lord of the Flies

Agenda

Time Estimate

Activity

5-7

Warm Up

3

Deadlines & Reminders

30-40

LaD:

Gage (6th period)

10-15

Notes: Literature Circles

30-40

Teams: Literature Circles, Chapter 5

Announcements

- **6th period:** Remind Hampton to pass around a sheet of paper for SWYW Challenge goodies...

Warm Up

November 13, 2013 (11.13.13)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

Word Part of the Day:

scop / vis / vid / spec – to see

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. 1st only: How did you think *yesterday's Leading a Discussion* went? Rate your individual contribution(s) as well as those of the class...did you learn anything that you think you will use for your LaD?

Warm Up

November 13, 2013 (11.13.13)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

Word Part of the Day:

scop / vis / vid / spec – to see

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. 6th only: *Leading a Discussion* will begin in a few minutes—how do you think you'll be graded as a participant during this activity? What kinds of things do you think Hampton will be looking for?

Transition

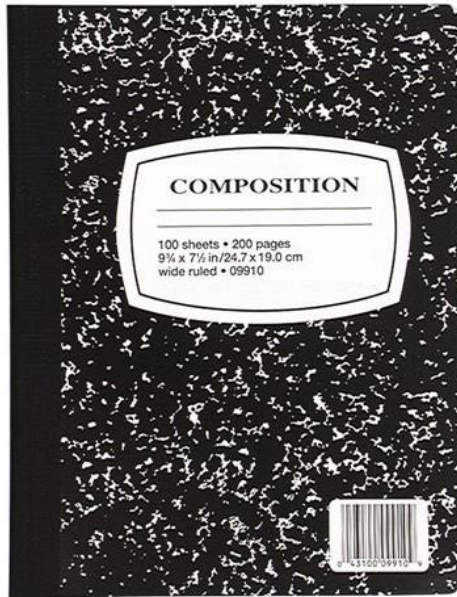


Student
Planner

Reminders & Deadlines

Date Given	Assignment	Due Date
Wednesday 11.13 And Thursday 11.14	<ul style="list-style-type: none">• Finish Chapter 5• Complete assigned role in Comp. Notebook• Make sure to collect data on sheet for research (4-5 entries)	Friday 11.15 And Monday 11.18

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 5
 - Silent (20-25 min)
 - 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

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 & 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.

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