

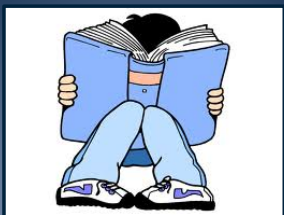
## Get Connected: Literature Circles for the 21<sup>st</sup> Century

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### Here's the Plan for Today

- A review of the structural elements of Literature Circles.
- Literature Circles, by nature are an example of differentiated instruction.
- How can we use technology to build the instructional components of literature circles?

### Some Reminders About Literature Circles



### Why Literature Circles?

- It's a translation of the adult reading group.
- Offers a genuine and authentic reading experience.
- Literature Circles are also known as book clubs, and reading groups.

### Literature Circle Consistent Elements

- Students choose their reading materials.
- Small Groups are formed, based on student choice.
- Grouping is by text choices, not by "ability" or other tracking.
- Groups meet on a regular schedule.

### Literature Circle Consistent Elements

- Different groups choose and read different books.
- Members write notes that help guide both their reading and their discussion.
- Teacher-Led Mini Lessons should be scheduled before and after literature circle meetings.

## Literature Circle Consistent Elements

- The teacher does not lead any book, but acts as a facilitator, fellow reader, and observer.
- Personal responses, connections, and questions are the starting point of discussion.

## Literature Circle Consistent Elements

- The classroom has a spirit of playfulness, sharing, and collaboration.
- When books are completed, the literature circles share highlights of their reading through presentations, reviews, dramatizations, book chats and other activities.

## Literature Circle Consistent Elements

- New groups are formed around new reading choices and the cycle begins again.
- Assessment is by teacher observation and student self-evaluation.

## Using Technology in Literature Circles



### Technology Comfort Level

- 1= Never heard of it before.
- 2= I've heard of it but I don't use it.
- 3= I used this once or twice.
- 4= I use it all of the time for personal use.
- 5= I frequently use it in my classroom with my students.

## Kids and Technology

- Today's students, *millenials grew up with the Internet*.
- Access to unlimited information that can be accessed at any time .
- Many students prefer to use information found on the Internet because they feel it is more abundant, accessible, and up-to-date (U.S. DOE 2004).

• U.S. Department of Education (U.S. DOE), Office of Educational Technology (OET). *Toward A New Golden Age in American Education: How the Internet, the Law and Today's Expectations are Revolutionizing Expectations*. Washington, D.C., 2004.

## Millennials' Demographics (Patrick, 2004)

- Teens spend more time online than watching television.
- 94% of teens use the Internet for school-related research.
- 71% of teens rely on Internet sources for projects.
- 48% of teens think that the Internet improves their relationships.
- 24% of teens have created their own Web pages or sites.
- 43% of children (ages 4-18) in 2003 owned at least one wireless device.

## How about our schools?

- 99% of schools are connected to the Internet.
- 92% of instructional rooms have Internet access.
- 23% of public schools use wireless networks.
- 8% of public schools lent laptops to students.
- On average, schools have a 5:1 student to computer ratio.

Patrick, Susan (2004) e-Learning and Students today: Options for No Child Left Behind. Speech presented at the No Child Left Behind Summit. Orlando, FL., July 2004.

## A Video Reminder of the Changing Education/School Paradigm

- <http://www.youtube.com/watch?v=zDZFcDGpL4U>

## Time to Breathe

Remember, we are educating our students for the future, not for the past. The future will be even more technological than today.



## The Tech-Literature Circle Connection



## Teachers Can Infuse Technology with Literature Circles Through:

- The Actual Text (E-Books)
- Communication and Discussion Among the Students
- Student Activities

## Getting Books into the Hands of Kids

- E Books
  - Using the Public Library is always a great place to start.
  - Using Electronic Book services like Kindle or I Tunes/Books



## Students and Reading Fluency

- Using technologies like audiotapes and annotation applications (like those found in Google Docs) support reading instruction.

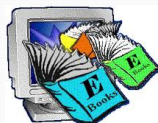
Donna Alvermann reports that “students of the New Generation are quick to find Internet cites and understand complex materials.” The students that Alvermann cites scored in the lowest 25<sup>th</sup> percentile on NAEP.

Students will read when they are motivated to do so.

Alvermann, Donna. "Adolescent Literacy-Research Informing Practice: A Series of Workshops." The Partnership for Reading.

## The Power of E Books

- Allow students the opportunity to annotate.
- Control F
- Adjust print size.
- Some have capability for audio support.



## Some Sample E Books

- Public Library
- University Libraries (Many are connected through statewide networks.)
- Kindle
- I Books

## Libraries are catering to our Tech Teens

- Chicago Public Library
- <http://www.youmediachicago.org/>
- Orange County, FL Public Library
- <http://www.ocls.info/Children/Teen/doit/doit.asp>

## Booktalking

- **Booktalking basics**

<http://www.albany.edu/~dj2930/aboutbt.html?AX5455>

## Promoting reading with booktalking

- <http://www.thebooktalker.com/>

## Discussion Director

Develops and harvests questions for the literature circle group to consider and discuss.



## Discussion Director (21<sup>st</sup> C.Tech)

- Develop and harvest questions that your group will discuss.
- You will help your group to answer these questions and facilitate discussion through online media like:
  - Discussion Boards
  - Blogs
  - Instant Chat

## Discussion Director (21<sup>st</sup> C. Tech)

- Teacher Coaching Point
  - Helps the students to have some sample questions to get them started.
  - Have the students list the online chats and resources that they visited.
  - You may want to require the students to create a written response to one or all of their posed questions.

## Online Discussion Director

### Resources (There are TONS)

- Let's take a familiar book, *To Kill a Mockingbird*
- Here is just a sample of some current discussions about this novel. Our students can read the discussion and also participate.
- <http://blogs.scholastic.com/kidspress/2010/07/to-kill-a-mockingbird-turns-50.html>
- <http://blogs.scholastic.com/kidspress/2010/07/to-kill-a-mockingbird-turns-50.html>
- [http://www.amazon.com/Kill-Mockingbird-50th-Anniversary/dp/0061743526/ref=sr\\_1\\_1?ie=UTF8&qid=1290037216&sr=8-1](http://www.amazon.com/Kill-Mockingbird-50th-Anniversary/dp/0061743526/ref=sr_1_1?ie=UTF8&qid=1290037216&sr=8-1)

## More Online Book Blogs

<http://digitalbooktalk.com/>

EPALS  
<http://www.epals.com/>

Moodle  
<http://moodle.org/>

## More Tools for Creating Discussion Sites

- Blogger
- [www.blogger.com](http://www.blogger.com)
- Live Journal
- <http://www.livejournal.com/>
- <http://www.schoolblogs.net/wpress/>
  - Here's a sample student blog for *A Wrinkle in Time*
  - <http://www.schoolblogs.net/wrinkle/>


## READ WRITE THINK

**Thoughtful Threads: Sparking Rich Online Discussions**

<http://www.readwritethink.org/classroom-resources/lesson-plans/thoughtful-threads-sparking-rich-u65.html>

## Literary Luminary

Finds and shares passages that should be read out loud for the literature circle group. The passages can be interesting, confusing, puzzling, enjoyable, or important. As you discuss the passages, explain they were selected.



## Audio Supplement

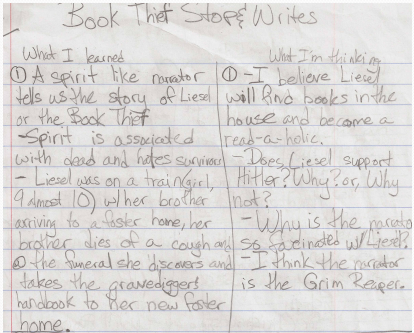
- Once the literary luminary has selected the passages that they wish to share with the literature circle, they can record the passages using a wide variety of programs.
  - Using the record feature on a smart phone.
  - Select audio clips from an iTunes version.
  - Use passages from audio book version.
- Also:
  - <http://recordedbooks.wordpress.com/2010/07/07/to-kill-a-mockingbird/>

## As the students listen....

- As the students listen to the literary luminary's passages, they should record their reactions and thoughts. This graphic organizer is an example:

Passage (page #s)	What happened?	Why is this passage important? Why was it selected?

Here's an example from *The Book Thief*



**Book Thief Stuff Writes**

What I learned	What I'm thinking
① A spirit like narrator tells us the story of Liesel or the Book Thief. Spirit is associated with dead and hates survival. Liesel was on a train (girl, almost 10) w/ her brother arriving to a foster home, her brother dies of a cough and ② the funeral she discovers and takes the gravediggers notebook to her new foster home.	① - I believe Liesel will find books in the house and become a read-a-holic. - Does Liesel support Hitler? Why? or, Why not? - Why is the narrator so fascinated w/ Liesel? - I think the narrator is the Grim Reaper.

## Vocabulary Detective

The vocabulary detective is responsible for identifying words that the literature circle group may need to know.

## Vocabulary Detective

- The vocabulary detective should make a list of words that are result of asking the following:
  - Are there words that I have never heard of before?
  - Are there words for which I do not now the meaning?
  - Are there words I have seen before but I am not sure of the meaning?

## Vocabulary Detective

- At this point, the vocabulary detective can use websites like:
  - The Internet Picture Dictionary  
<http://www.pdictionary.com>
  - The always popular online dictionary:  
<http://www.dictiona .com>

## Vocabulary Dictionary

- The information can be recorded in a log like this:

Word	What I think it means.	What the word actually means

## VOCABULARY SLIDE

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Or in Graphic Organizers

Samples from McKnight, Katherine. (2010). *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids with Reading, Writing, and More*. San Francisco: Jossey-Bass.

## CONCEPT OR VOCABULARY MAP

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## CONCEPT OR VOCABULARY MAP II

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## Media Detective

The media detective scours the Internet in search for images, videos and information that is related to topics from the literature circle group's novel.



## Here are some sample sites for...

- Let's pretend that we're assigned the Media Detective Role.....where should we go?
- Where should we begin our search?

## Illustrator

The illustrator's job is visually recreate scenes from the novel.

## Ideas for Illustration

- Digital Cameras for still pictures or movies
- Programs like "Paint"
- Making a collage with Google Images

## Assessment

Not a role, per se, but clearly a necessity.

## Projects

- When students finish a novel, it's a celebration!
- Here are some ideas for projects:
- Create a model of a scene or important location from the text. Some examples include Boo Radley's house from *To Kill a Mockingbird* or the castle from *Macbeth*.
- Write a series of postcards to a friend, family member, the author, or to character. Create artwork for one side of the postcard and write to your audience on the other side.

## More Project Ideas

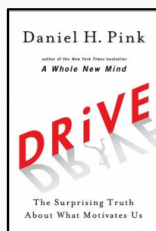
- Create a billboards or ad campaign for the text.
- Write a song or create an instrumental piece that represents the theme of the text.
- Create a book cover. Include a description of the book that would interest potential readers.
- Select a key quote from the text and paint or draw a picture that illustrates the meaning of the quote.
- Produce a file or video that reveals the students' comprehension of the text.
- Create a museum exhibit based on your novel.

## Even more project ideas

- Digital Story Telling sample
- <http://cybersmart.org/africa/storytelling/gallery/>

## Some Reminders about Motivation and Choice

- <http://www.youtube.com/watch?v=u6XAPnuFjic&feature=channel>
- Based on Daniel Pink's book, *Drive*



What ideas do you have for final projects?

## Additional Resources

Daniels, H. & Steineke, N. (2003). *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann.

Looking for Books?

<http://www.alan-ya.org>

Did Someone Say, "Free"?

### Five Steps to Support Active and Struggling Teen Readers in the Common Core

Tuesday, April 30, 2013 4:30 PM - 5:30 PM EDT - [Show in my Time Zone](#)

Webinar Registration

You know all those questions you have about developing reading performance in your teenage students? It's time to ask the expert! In this complimentary webinar, Adolescent Literacy Expert, Katie McKnight, will answer:

How can you:

- Motivate your teens to read?
- Differentiate your instruction?
- Create a classroom that supports reading?
- Build comprehension and vocabulary?
- Meet the Common Core requirements for textual complexity?

Get the answers to these questions—and more—and put your teen readers on the path to college and career readiness.

About the Presenter

Katie began her career over 20 years ago as a Chicago public high school English teacher. Today, she is a nationally recognized expert in adolescent literacy, inclusive classrooms, common core standards, and integrating technology in the 21st century classroom. Her work brings her to schools and classrooms all over the United States where she shares proven, practical models and strategies that develop the literacy skills of all students. Katie has published seven books that offer teaching and learning strategies for engaging all learners in reading and writing for the 21st century. Her recent books include *The Teachers Big Book of Graphic Organizers* grades 5-12 and K-5. Katie is also a professor in adolescent education and literacy at National Louis University in Chicago.

### Here's How to Register for the Free Webinar on April 30th

- Go to: <http://tinyurl.com/d2pxgj4>
- Or Scan:



### Where you can find me....

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