

D7 Literature Circles for the 21st 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



Activity

- Around the room are posters listing different technologies.
- Look at the technology and indicate your level of comfort with the technology using the following scale:

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.

When you hear music, please return to your seat.

Kids and Technology

- Today's students, *millennials 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.

Millenials' 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.

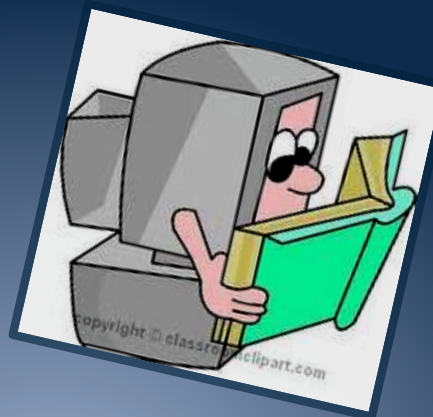
Patrick, Susan (2004) *e-Learning and Students today: Options for No Child Left Behind*. Speech presented at the No Child Left Behind Summit. Orlando, FL., July 2004.

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.

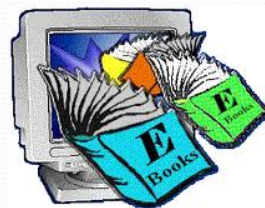
Donna Alvermann reports that “students of the New Generation are quick to find Internet cites and understand complex materials.” The students that Alvermann cites scored in the lowest 25th percentile on NAEP.

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

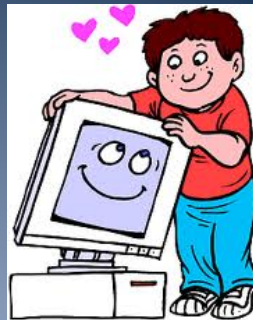
- Allow students the opportunity to annotate.
- Control F
- Adjust print size.
- Some have capability for audio support.



Some Sample E Books

Discussion Director

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



Discussion Director (21st 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 (21st 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 where kids are discussing this novel. Our students can read the discussion and also participate.

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 I Tunes version.
 - Use passages from audio book version.

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*

What I learned	What I'm thinking
<p>① A spirit like narrator tells us the story of Liesel or the Book Thief</p> <p>- Spirit is associated with dead and hates survivors</p> <p>- Liesel was on a train (girl, 9 almost 10) w/ her brother arriving to a foster home, her brother dies of a cough and</p> <p>② the funeral she discovers and takes the gravediggers handbook to her new foster home.</p>	<p>① -I believe Liesel will find books in the house and become a read-a-holic.</p> <p>- Does Liesel support Hitler? Why? or, Why not?</p> <p>- Why is the narrator so fascinated w/ Liesel?</p> <p>- I think the narrator is the Grim Reaper.</p>

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:
 1. Are there words that I have never heard of before?
 2. Are there words for which I do not now the meaning?
 3. 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.dictionar .com>

Vocabulary Dictionary

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

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

Name _____
Date _____

**VOCABULARY
SLIDE**

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.

Name _____
Date _____

CONCEPT OR VOCABULARY MAP

Concept or vocabulary word

Flammable

Important characteristics

- . Easy to set on fire
- . Ignite

Wrong or incorrect characteristics

- . Hard to set on fire
- . Damp
- . Can't ignite

Example

- . Wood
- . Candles
- . Oil
- . Fire starters
- . Leaves
- . Paper

Examples

- . Ice
- . Damp wood
- . Water
- . Steel

Name _____
Date _____

CONCEPT OR VOCABULARY MAP II

What is it?

An enclosed figure with all straight sides.

What is it like?

All straight sides

What is it not like?

Circles

Enclosed

Word Polygon

Ovals

2-D

3-D figures

Examples

Triangle

Square

Rectangle

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

