**FRECKLE JUICE**

**4th Grade Literature Circle**

**Lesson 2**

**Minnesota Language Arts Benchmarks Addressed:**

**4.8.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

* 1. Come to discussion prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	2. Follow agreed upon rules for discussions and carry out assigned roles.
	3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	4. Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.
	5. Cooperate and problem solve as appropriate for productive group discussion.

**Content Objectives:**

1. TSWBAT have a thoughtful discussion with their peers about chapters ­­­­­\_\_\_\_\_\_ through \_\_\_\_\_ of the book *FRECKLE JUICE* by JUDY BLUME
2. TSWBAT understand the role of Illustrator through modeling and situated practice.
3. TSWBAT follow discussion director and answer questions about the book *FRECKLE JUICE* by JUDY BLUME
4. TSWBAT complete the literature circle assignment guide to keep track of expectations for the next literature circle meeting.
5. One SWBAT play the role of Discussion Director and reflect on his/her areas of strength and areas for growth.

**Language Objectives:**

After learning about the proper *“Language of Response”* TSWBAT participate in a discussion about the book Island: Shipwreck using the *“Language of Response*” cues.

* I agree because…
* I also noticed…
* I’d like to add…

**Materials:**

* Copies of book *­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 per student)
* Student’s completed nametags
* Ways to Have a Good Discussion poster
* The Language of Response poster
* Illustrator role sheet (1 per student)
* Discussion Director role sheet (1 for student playing this role)
* Discussion task cards (1 set for Discussion Director to use)
* Discussion Rubrics
* Discussion Director Rubric and Reflection Prompts (1 copy for Discussion Director)
* Colored pencils

***Instruction:***

**Daily Goals (5 minutes)**

1. **Welcome**
2. **Goals for the Session**

**1. *Welcome***

Welcome back to our second day of literature circles. I hope you all completed your reading and are ready to have a great discussion about our book ***FRECKLE JUICE*** today.

Before we begin let’s go over our goals for the day.

2. ***Goals for the Session***

Today we have three goals:

* **1st Goal**: Review rules and response posters.
* **2nd Goal**: Independent reading for 20 minutes.
* **3rd Goal**: Go over illustrator role and discuss chapters 2 **with \_ JAYDA as our Discussion Director.** As a reminder, I am here to help the Discussion Director today just like you helped me when I was Discussion Director yesterday.

**Before reading (5 minutes)**

1. **Review Literature Circle Rules**
2. **Review “Language of Response” poster**

1. ***Review Literature Circle Rules/Expectations***

Let’s also take a minute to review our literature circle rules one more time.

(review rules agreed upon during lesson 1)

Is there anything you think we should add to this list? (allow students time to think and respond; add rule(s) if they believe there are others they should follow)

**Optional**: Teacher adds a rule. For example, “One thing I would like to add to our rules poster is *“Look at the group member who is speaking and show them you are listening by nodding your head or giving some other sign.”* Retrofit this to match your group’s needs.

 2. ***Review “Language of Response” poster***

Review “*Ways to Have a Good Discussion Poster”.*

Today I brought a small copy of this poster for each of you. When it time to have our discussion you can place this right beside you and use it as a tool to help you discuss the book.

I am also going to be putting out our *“Language of Response Poster”* and I will expect you to be using these phrases during our discussion today.

**During reading (20 minutes)**

I am going to give you the next twenty minutes to read silently and independently. **I want you to read to chapter 2** When you are finished raise your hand and I will give you a task card to do while we wait for everyone to finish reading.

**Jayda** I am going to ask you to be the **Discussion Director** today. While you read, please make a list of five questions you can ask your group. Remember that the questions should really make your group think. You can use the blue cards to help you start your questions.

*Distribute task cards to students who finish early.*

**After reading (20 minutes)**

* + 1. **Model Adventuring Artist Role**
		2. **Discussion of Reading**

**1. *Model Adventuring Artist Role***

On Wednesday, I introduced the discussion director role. Today I will be introducing a new role. This role is the **Adventuring Artist** role.

Read the directions for the adventuring artist role to the students:

***Your job is to create an illustration of a specific scene from the part of the book your group is currently reading. In the frame below, draw and color a “snapshot” of a funny, scary, emotional, exciting, or interesting scene. Try and make your picture detailed enough that your group will easily be able to guess which scene you illustrated. Be sure you color the entire picture (and shade the background) using crayons or colored pencils.***

So I have picked a scene from chapter two of the book and I am going to draw a “snapshot” of this scene.

The scene that I picked was: **the one where Sharon tells Andrew that she has the secret recipe for him but he needs to pay her first.** I am going to draw exactly the way I think this looks and use lots of color. My goal is to get everyone to be able to picture the scene from the book I am drawing. **I will share my drawing during the discussion.**

**2. *Discussion of Reading* – (Led by Discussion Director)**

The next thing we are going to do is discuss the chapters from our book that we just read.

Let’s remember to use our talking stick when you have something to say.

**Jayda, is our Discussion Director. Jayda,** will you please get us started by asking the first question?

Encourage students to discuss with little assistance from the teacher.

(Note: Teacher will likely need to help the Discussion Director facilitate the discussion this early in the experience. If you need to intervene, try to use a think-aloud strategy so students develop an understanding of how to be the Discussion Director. For example, “Ok, now I’m going to call on somebody with their hand up. \_\_\_\_\_\_\_, what is your response to \_\_\_\_\_\_\_\_’s question?)

(Give time for each student to share.)

If students get stuck here is a list of questions that can be asked about the book:

* ***Do you think the secret recipe will work? Tell why or why not***
* ***Why did Sharon want Andrew to pay her first before giving him the recipe?***
* ***What character traits describe Sharon?***
* ***How did Andrew feel when Ms. Kelly took away Andrew’s note before he read it?***
* ***How would you feel if the teacher took away your secret recipe before you got to read it?***

That was a great discussion we had about the book. It went smoothly and everyone respected one another. Eventually I am going to expect all of you to lead the discussion without me so that means you will need to be thinking deeply about the story. You will want to make connections and ask a lot of questions while reading.

The last thing we will be doing today is going over our assignment for next Monday. I need you to take out your assignment guides.

Has everyone been keeping up on the checklist?

Let’s fill out our assignment guide together.

*Today’s date is*: April 13th

*Our next meeting will be*: Monday, April 17th

*Your job for the next meeting is to*: Complete the Illustrator Role (NOTE: **Everyone** will do this as homework in preparation for Monday’s lesson.)

*Something to think about before the next meeting is*: What has been your favorite part about the book so far? Be specific and use quotes from the text.

I will see you all next Monday. Be ready to have a good discussion and make sure you complete the Illustrator Role and keep taking notes about your thoughts.

2. The Discussion Director will evaluate him/herself using the rubric below:

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

**Discussion Director Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals** | **Met** | **Partially Met** | **Did Not Meet** |
| Write Questions | I can write five questions about the chapter that really make my group think. | I can write at least three questions about the chapter that really make my group think.  | I need to practice writing questions more before I can accomplish this goal. |
| Lead Discussion | I can lead the discussion and include all members of our circle. | I can lead the discussion and include all members of our circle, but I need a little support from the teacher. | I need to practice this more before I can lead the discussion and include all members of our circle. |

One thing I did really well was: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One thing I could do better next time is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.