

March 31/03

Dramatizer - presented orally

WordSmith

✓ Sam
✓ throbbing
✓ tornado
✓ bull
✓ hornets

Sam went in the backyard in bare feet and stepped on nine hornets.

Later his feet were throbbing.

A dog named Bull was scratching the screen door trying to tell him that there was a tornado coming.

Questioner

1. Where were kites made, and how many years ago?
(China) (2000 years ago)
2. What country made their kites out of twigs and braided leaves?
(Papua-New Guinea)
3. Who used kites for weather experiments?
(Alexander-Graham)
4. What is the carp fish known for?
(courage and strength)
5. How many people take place to launch the giant dragon? (five to six)

A little kite history

connector

This story connects to my birthday. When I turned 5 I got a kite and flew it. It relates to the story because it was a tradition we did every year on a special day and while flying a kite.

Character
Sketcher



This is Bull. He is one of the main characters. He is scared of storms, so he barks to come in but Sam does not let him in. He runs through the screen, so Sam knows that there is a big storm coming. In the end Bull saves Sam by letting him know it was not safe.

Reteller title: A Family ^{for} Minerva

This is about a story that a mother owl, Minerva, gets shot and gets sent to a hospital for treatment. The mother owl made it through the treatment but unfortunately the father owl didn't get to make it to the hospital but lived without the hospital. When Minerva arrived back home her six little baby owls were pretty much grown up. And as the people of the hospital watched the owls fly, some of them started to cry. And the family of owls had a happy life.

Literature Circles: Let's talk about books

Implementing Literature Circles in a Grade 6 classroom

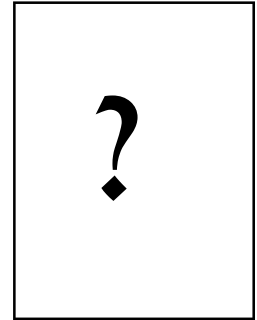
Kathleen Randall

Biography

Kathleen is a Grade 6 teacher at River Heights School in Caledonia. She has been teaching for 14 years, earning her Primary and Junior Specialist along with her students in 3 schools.

Abstract

This paper describes the development of Literature Circles in a typical Grade 6 classroom, focussing on student-led discussions of ability-level novels with improved written responses. N.B.: The students created the name Literature Study, instead of Literature Circles, because we were going to read several different genres of literature. I use the term interchangeably in this paper.



Literature Circles: The Beginning:

In the beginning my professional goal was to make a growth transition from novel studies to literature circles within my classroom. Before implementing this process in my classroom reading a wide variety of professional literature was essential. Basing my challenge in recent educational pedagogy was important for my personal growth. I integrated many ideas from many resources which are included at the end of this paper. As usual, the primary resource was the students. Their involvement, suggestions and patience with a new process was invaluable. There were many sub-skills that emerged and were integrated and, subsequently, evaluated by the time we were finished. As my research met real-life, some ideas were implemented easily while others were reworked and reworked again. This process is the focus of this paper.

From my research several goals emerged:

Goal 1: To integrate and improve the learning skills of Retelling, Relating and Reflecting within written responses. The 3R's relate to Knowledge, Comprehension, Synthesis, Evaluation, Analysis and Application on the Bloom's Taxonomy of thinking skills. Ideally, the students would move beyond knowledge and comprehension skills to the other, higher, thinking skills.

Goal 2: To understand and learn the dynamics of an effective discussion groups.

Goal 3: To build student confidence in their ability to discuss, then write personal responses to literature. Successfully integrating lower abilities and language/speech high needs children into this new process were this researcher/teacher's greatest concern. There were the challenges of being able to "read" the novel so they would be successful in discussion as a contributing member of each group, as well as improving their written responses.

Step 1: Poetry: Retelling : What do they know now?

The Cremation of Sam McGee by Ted Harrison

I began by reading the poem to the class. Question #1 was introduced: Retell this poem.

Then, without discussion, I asked the students to retell what had happened in the poem in their Literature Study notebooks. As expected, responses were brief and/or did not focus on retelling.