

English Language Arts 4th Grade Close Reading Lesson Plan

1. **Goal** –

The learning goal for this lesson is for students to familiarize students with literature circle roles while close reading a text. This lesson is an adaptation of a story to resemble a literature circle reading and discussion. Students will read the text independently, complete various close-reading roles and then discuss the story to develop further understanding of the story.

2. The **national and/or state standard** addressed are English Language Arts Common Core Standards:

- A. 4. RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- B. 4. RL. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- C. 4.RL.4. Determine the meaning of words and phrases as they are used in a text.
- D. 4.SL.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.
- E. 4.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

3. **Objective(s)** –

- A. Students will be able to analyze and respond to a text based on given literature circle role.
- B. Students will be able to discuss close reading of a text with peers, providing details and examples from the text and responding to other's ideas.

4. **Connections** –

- A. This lesson builds on previous lessons by allowing students to continue to practice close reading strategies. This lesson familiarizes students with literature circle roles in preparation for novel study literature circle groups.

5. **Instructional Activities**

Introduction: Students will independently read the *The Little Fly and the Great Moose*. This first read will allow students to gain a general understanding of the story's elements including characters, setting, plot, and theme.

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Activity:

Discussion roles: Each group will receive their assigned role for the day. For this activity as a preview of discussion roles, each student will be given a pre-assigned role. The 5 roles are Discussion Director, Literary Luminary, Super Summarizer, Character Captain and Artful Adventurer. In addition to their roles, students will receive a description of their role.

Second Read: Students will read the text again, this time with a focus on their role. They will look for elements that might be helpful in completing their role. Once students have completed a second read, they will complete their role worksheet. Students will be reminded that for every claim they make, they must use details and examples from the text.

Questions: In addition to their role, students will write down two “Thick” discussion questions that they can ask their group during discussion. These questions will be written down in Lit. Circle Notebook. A brief discussion will be held with the class to remind students of what are good “Thick” discussion questions. Talk about questions that might ask for student’s opinions or require students to draw conclusions based on the text.

Discussion: Once each student has completed the reading and their role, groups will begin the discussion portion. Discussion Directors lead the groups facilitating who speaks and when. Each student will begin by talking about the story through sharing his or her role. After each student shares, the group should discuss whether they agree or disagree and whether the student should add anything else important. After all roles have been shared, each member can share one of their questions that they wrote with the group. Students should try to answer the questions, referring back to the text.

Wrap up of Literature Circles

Bring the class back to whole group instruction. First ask students how they felt their discussion went. Did completing a role and talking about the story help them better understand it? Ask groups to share some of the questions they discussed in their groups and the answers they came up with. Allow the other groups to provide a response.

6. Instructional resources and materials –

The Little Fly and the Great Moose by Janeen R. Adil
Literature circle role sheets and descriptions

7. Assessment –

The formative assessment will be completion of the literature circle role sheet. Student discussion in groups will also be used to determine understanding of the text.