



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Lesson 6

Discussing a Literary Text: *Love That Dog*



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can describe what inspires Jack, using evidence from *Love That Dog*.
- I can effectively participate in a discussion about *Love That Dog*.
 - a. I can prepare for the discussion by using evidence from *Love That Dog*.
 - b. I can follow our class norms when I participate in a conversation.
 - c. I can ask questions so I am clear about what is being discussed.
 - d. I can ask questions on the topic being discussed.

Ongoing Assessment

- Preparing for a Literary Discussion note-catcher
- Literary Discussion recording form
- Participation in literary discussion



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Preparing for a Literary Discussion (10 minutes)B. Conducting the Literary Discussion—Round 1 (20 minutes)C. Conducting the Literary Discussion—Round 2 (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Review your <i>Love That Dog</i>: Summary notes for the whole novel to prepare for the mid-unit assessment. Reread any sections of the text that you do not remember well to refresh your memory.	<ul style="list-style-type: none">• This is the last lesson in a four-lesson arc in which students explore the guiding question “What inspires writers to write poetry?” based on their analysis of what inspires Jack.• In this lesson students are asked use the notes they prepared in lesson 5 on the Preparing for a Literary Discussion note-catcher to discuss the following question: “What was Jack’s biggest inspiration?” Students are asked to share their opinions respectfully on this question and provide evidence from the text to support this opinion. Students are likely to have differing opinions on this question and this is not only alright but desirable, as long as the discussion remains respectful and grounded in evidence from the novel. These expectations are emphasized to students throughout the course of the lesson.• The literary discussion that takes place in this lesson is set up as a Fishbowl, in which half of the class participates in a discussion while the other half observes to provide feedback. Then the groups switch and repeat the process. The group that is observing will provide the group discussing feedback on their use of the Discussion Norms first established in Unit 1. This allows students to engage with both the content and the process of the discussion.• Literary discussions give students the opportunity to understand collectively and build on one another’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions might be.• In advance:<ul style="list-style-type: none">– Review the Fishbowl protocol (see Appendix).– Post Discussion Norms anchor chart (from Lesson 4).



Lesson Vocabulary	Materials
effectively participate, literary discussion	<ul style="list-style-type: none"> • Discussion Norms anchor chart (begun in Unit 1, Lesson 1; added to in Lesson 4 of this unit) • Participating in a Literary Discussion anchor chart (new; teacher-created) • Reader's notebook (students' own; from Unit 1) <ul style="list-style-type: none"> – Preparing for a Literary Discussion note-catcher (from page 22 of the reader's notebook) – Literary Discussion recording form (from page 23 of the reader's notebook) • Sticky notes (three to four per student) • Literary Discussion Criteria checklist (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to read the first learning target aloud with you. <ul style="list-style-type: none"> * “I can describe what inspires Jack, using evidence from <i>Love That Dog</i>.” • Remind students that they have been thinking about what inspires Jack and forming an opinion about what they think was his biggest inspiration. Explain that they are likely to have differing opinions on this and that this is OK, as long as they support their opinions with reasons and evidence from the text. Ask students to turn to a partner and discuss the following: <ul style="list-style-type: none"> * “What does it sound like when people respectfully disagree about something?” • After a few minutes of discussion, call on a few pairs to share. Listen for students to say that respectfully disagreeing sounds like a nice tone of voice (not upset or sarcastic). • Tell students that this might sound something like paraphrasing what a person is saying and then explaining how your opinion differs. Give students an example: “So what you are saying is Robert Frost was a better poet than William Carlos Williams, because his poems used rhyme. I disagree; I don’t think using rhyme makes you a better poet. William Carlos Williams didn’t use rhyme, but he did lots of vivid imagery in his poems.” 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to read the second learning target: “I can effectively participate in a discussion about <i>Love That Dog</i>.” Focus students’ attention on the phrase <i>effectively participate</i>. Ask:<ul style="list-style-type: none">* “What does it look or sound like to effectively participate with peers?”• Listen for responses such as:<ul style="list-style-type: none">– “Wait my turn to speak, so I am heard.”– “Don’t shout/speak too loudly.”– “Make sure everyone gets a turn to speak.”– “No one person does most/all of the speaking.”– “Use information from the text to support my ideas.”• Add students’ ideas to the Discussion Norms anchor chart begun in Unit 1, Lesson 1.• Ask the students to read the second and third supporting targets for the target they just reviewed:<ul style="list-style-type: none">* “I can ask questions so I am clear about what is being discussed.”* “I can ask questions on the topic being discussed.”• Ask students what they think is the difference between these two targets. Listen for things like: “The first one is asking me to make sure I’m understanding what is being talked about by everyone during the discussion,” and “The second one is asking me to ask questions during the discussion, not just listen to other people talk.”• Again emphasize the importance of respectfully asking questions and respectful disagreement.	



Work Time	Meeting Students' Needs
<p>A. Preparing for a Literary Discussion (10 minutes)</p> <ul style="list-style-type: none">• Remind students that a <i>literary discussion</i> is a discussion that readers have in order to share their thinking with others, and that it helps build their understanding of a text by giving them an opportunity to share their own thoughts as well as learn from what others say.• Explain that readers and writers in the real world talk all the time to expand their thinking about texts. While readers discuss these big questions with one another, it is important for them to create a set of rules, or norms, that they will all follow so everyone's ideas can be heard and considered.• Display the Participating in a Literary Discussion anchor chart. Briefly review the anchor chart with the class and answer any clarifying questions.• Clearly post the focus question for discussion. Tell students that before they can participate in the literary discussion today, they will spend a few minutes reviewing the notes they made on their Preparing for a Literary Discussion note-catcher on page 22 in their reader's notebook in Lesson 5.• Give students 3–5 minutes to review their notes for the literary discussion.	<ul style="list-style-type: none">• Structured class discussion can help ELLs process their thinking verbally and learn from the thoughts of others.• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document to support students who struggle with auditory processing.• Encourage students to agree or disagree using thumbs-ups or thumbs-down. This can help students who struggle with language to process what their peers are saying.• Consider drawing visuals next to each norm, giving ELLs another access point to understand the text.



Work Time (continued)	Meeting Students' Needs
<p>B. Conducting the Literary Discussion—Round 1 (20 minutes)</p> <ul style="list-style-type: none">Remind the class of the literary discussion question:<ul style="list-style-type: none">* “What was Jack’s biggest inspiration?”Transition students to a whole group meeting area. Remind them to bring their reader’s notebooks with the Preparing for a Literary Discussion note-catcher and the Literary Discussion recording form on pages 22 and 23.Explain that today they will talk to one another about what they have been reading. Explain that this will not be the same kind of conversation that they might have on the playground or at other times during the day. Ask:<ul style="list-style-type: none">* “Why might this conversation be different?”Listen for responses such as: “We’ll have to be more formal with one another and talk like we would talk to an adult.”Ask the students to find the section of their Literary Discussion recording form labeled “My Literary Discussion Notes: Ideas and Questions.” Tell them that this is where they will take notes during the discussion—they can jot down ideas or questions here that they want to share, to help them remember their thinking as they wait for their turn to speak.Ask students to find a partner. Invite partners to form an inner circle and an outer circle. Explain to students that those in the inner circle will have their discussion first while the students in the outer circle observe. Then, the partners will switch places so the other partners have a chance to have their discussion.Distribute several sticky notes to each student in the outside circle to record observations of Discussion Norms. Be explicit with students that they are recording evidence of the norms of the whole group, not individual students, and that these comments should be kind, helpful, and specific, so that the group can improve their performance in future class discussions.Briefly review the discussion norms and explain that students’ feedback should be based on these norms.Provide a brief example of what students should write down on their sticky notes by saying something like: “Pay attention to the group you are observing and notice how they use the norms of a group discussion. You might write down something on your sticky note such as: ‘Most students used evidence from <i>Love That Dog</i> to support their thinking.’”Direct students to begin the literary discussion. Use the Literary Discussion Criteria checklist (for teacher reference) to monitor student progression toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.	<ul style="list-style-type: none">Provide sentence frames for students to use as they participate in the literary discussion: “When I saw/heard _____, I learned _____” and “I wonder _____.”



Work Time (continued)	Meeting Students' Needs
<p>C. Conducting the Literary Discussion—Round 2 (20 minutes)</p> <ul style="list-style-type: none">• Ask students to switch places with their partners so that those students who were sitting in the outside circle are now sitting in the inside circle.• Again review the discussion norms and invite students to help you give feedback to the exiting group. Consider using the following prompt:<ul style="list-style-type: none">* “What are two things this group did really well?”* “What is one thing they could work on next time?”• Discuss strategies that might help the next group be more successful in this area.• Distribute several sticky notes to each student in the outside circle in order to record observations of discussion norms.• As you circulate and note which students are speaking and what ideas are being shared, make sure to record these observations on sticky notes. Refer to these in future lessons.• Tell students who are seated in the inside of the circle that it is now their turn to discuss what they think Jack’s biggest inspiration was. Explain that they likely thought of new ideas or questions while listening to the first group. Give them a moment to add notes to their Literary Discussion recording form in the “My Literary Discussion Notes: Ideas and Questions.”• Remind students seated on the outside circle to reread the Discussion Norms anchor chart and think about the norms they will be focusing on as their peers discuss.• Direct students to begin their literary discussion. Again use the Literary Discussion Criteria checklist (for teacher reference) to monitor student progression toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.• At the end of the discussion, congratulate students for completing their first literary discussion and invite them to return to their seats for the debrief.	<ul style="list-style-type: none">• Provide sentence frames for students to use as they participate in the literary discussion: “When I saw/heard _____, I learned _____” and “I wonder _____.”



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning target: "I can effectively participate in a discussion about <i>Love That Dog</i>." Ask students to give a thumbs-up if they met the target or thumbs-down if they still need to work on the target.• Cold call on several students to share why they gave themselves a thumbs-up or thumbs-down. Prompt them to refer to the Discussion Norms anchor chart as a way to support their self-assessment.• Review the homework, and inform students that in the following lesson, they will be asked to write a paragraph summarizing the whole novel, <i>Love That Dog</i>.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Review your <i>Love That Dog</i>: Summary notes for the whole novel to prepare for the mid-unit assessment. Reread any sections of the text that you do not remember well to refresh your memory.	



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Supporting Materials



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Participating in a Literary Discussion Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Participating in a Literary Discussion

Discussing a question about a text you are reading with your peers can help you understand what you have read.

- Think about the discussion question.
- Revisit the text and gather evidence to support your thinking.
- Gather in a circle on the floor with your Preparing for a Literary Discussion note-catcher and Literary Discussion recording form.
- Take turns sharing your thinking about the question. Be sure to reference the evidence you gathered from the text and recorded on your note-catcher.
- As you listen to the conversation, record any new ideas or questions you would like to share with the group as you wait to speak.
- Respond to others and build on their ideas.
- Follow group discussion norms.



Learning target: I can effectively participate in a discussion about *Love That Dog*.

- I can prepare for the discussion by using evidence from *Love That Dog*.
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- I can ask questions so I am clear about what is being discussed.
- I can ask questions on the topic being discussed.

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