

Day 1 Lit. Circles - Beginning - Choosing Books

- The student really previewed the books when given the "Previewing Books" worksheet. This got the students to use their skills of picking just right books.
- Some of the student choose their book that where some day book as the one that they want to read, but when I put them into groups with a very structured environment, they will be able to read it effectly
- This will show that Literature circle will help student read above their reading level.
- I also want to find out if the students that are in a class that is more lite. based will grasp literature circles faster.
- They came into the lesson already doing lit circle (Fish Bowl Lit Circles) 's AGP class. They were really excited about starting it in their own classes.
- **Two** student were so excited about reading that they went to the library for silence Reading and got one of the 10 books (Erin got Regular Guy and Grant got where the Red Fern Grows) After silent Reading, Erin ~~w~~came up to me and said, "That is a really good book. I can' already tell by the first chapter." I have placed her in the Literature circle with that book to get the other students just as excited about reading the book as her.
- Ms. Murphy got me Bookmark for the students to tell how much they read and how long it will take them to get their. This will be a great tool to help the students see how much they will need to read at a time.

Day 2 - Skinny and Author and You Questions

- Today we had a small discussion of bad questions for literature questions.
- The student seemed to have a very clear vision of what Skinny Questions are through working with Despereaux and Hannah Journal.
- we did a lightning share where all the students were able to give an example, and everyone was able to create one showing me they have grasped the subject.
- However when we did the same thing using Author you the students were not able to create one from each.
- Even one of the smartest students were not able to create one

- However once I had two students give good Author/you questions people seemed to be able to make those good questions on their own.
- The students kept their attention on me the whole time since I made sure that everyone was able to share. It really worked great.
- I do feel the students need more practice, but I believe they will come to understand Author/you question better through the study of Fat question.
- Tomorrow, I will take some of their questions and create Fat Questions and Author/you.

Day 3

- Expectation! Today was a half day where I only had a little bit of time to teach expectation, but I can tell that the more times I teach the subject, the more I can teach it effectively.
- I had the students (~~them~~, A, C., J., S.) do a fish bowl showing the different aspects of people behaviors in the groups.
- The really showed different behaviors effectively and the student that were the "spys" really had good responses to how people are suppose to act. Even when the "actors" were suppose to give a perfect circle, the class noticed how it could be improved.

* Wonderful Moment to Praise *

- Gab. responded "J. ~~responses~~ responses were all skinny answers." I asked him, "So what's a skinny answer." He said, "you know. A skinny answer, when someone gives a ^{one word} short answer."

- He was taking ownership of what he was learning and placing a name to it. Kate Wood Ray

- Now, I am going to start saying "Skinny Answers", to explain the short answers that are not best for it discussion.

Day 4

- "If you were Nick, would you pepe." Nelson
- "Someone people might do it, but I won't want a notice of concern." Savannah
- "Why is the title Frindle." (Knew it was other + you.)
"I think he just likes pens."
She went to the book and read, "The first 2 paragraph showing where he fell in love with pens."
- LOVE IT! They really got it on the first try. or at least that a ^{few} did.