

# **LIT: LEARNING INSTILLS TEAMWORK (FACILITATING FICTION AND DRAMA)**

**Grade Level:** 4

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**Length of Unit:** 5 weeks

## **I. ABSTRACT**

Literature teams develop critical thinking skills and help students learn from each other. Students are encouraged to read independently, search for literary terms, and write different types of questions. The students become teachers, and the teacher becomes a guide and facilitator. Participants will be given a list of student “jobs” for the teams, lists of literary skills, ideas for teaching students who are below grade level, sample lesson plans, ideas for assigning grades, and class management strategies. Although the fourth grade Core Knowledge Fiction and Drama stories are used, literature groups can be adapted for use in any intermediate grade.

## **II. OVERVIEW**

### **A. Concept Objectives**

1. Develop critical thinking skills by using innovative teaching techniques.

### **B. Core Knowledge Content:**

1. Language Arts; Grade 4; Fiction

### **C. Skills to be taught:**

1. Use context clues to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.
2. Make, confirm, and revise predictions.
3. Discuss meanings of words and develop vocabulary through meaningful real-world experiences.
4. Develop vocabulary by reading independently.
5. Develop vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.
6. Use resources and references such as dictionary, thesaurus, and context to build word meanings.
7. Understand explicit and implicit ideas and information in texts.
8. Read and organize information.
9. Students will clarify understanding by rereading, self-correction, summarizing, checking sources, and class and group discussion.
10. Students will use a variety of strategies, including the use of context clues, self-questioning, confirming simple predictions, retelling, and using visual clues to identify words and construct meaning from various texts.
11. Students will use simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.
12. Students will read text and determine the main idea or essential message, identify supporting details and facts, and arrange events in chronological order.

## **III. BACKGROUND KNOWLEDGE**

### **A. Resources for Teachers**

1. Hunkins, Francis. Involving Students in Questioning, Boston: Allyn and Bacon, Inc., 1977.

2. Johnson, Terry D. and Daphne R. Louis. Literacy through Literature, Portsmouth, New Hampshire: Heinemann, 1987.
  3. Williams, Rebel. Integrated Learning Workshops: Launching Literature Circles, Bothell, WA: The Wright Group, 1993.
- B. Resources for Students
1. History and Geography, Europe in the Middle Ages
  2. Writing, Grammar and Usage
  3. Fiction, Robin Hood

#### IV. RESOURCES

- A. McGovern, Ann. Robin Hood of Sherwood Forest, New York: Scholastic, 1968.
- B. Rhead, Louis. Robin Hood, Avenel, New Jersey: Children's Classics, 1988.

#### V. LESSONS

##### Lesson One: Session 1A

- A. Daily Objectives:
  1. Lesson Content:
    - a. First Chapter of Robin Hood of Sherwood Forest by Ann McGovern.
  2. Concept Objective:
    - a. Develop critical thinking skills by using innovative teaching techniques.
  3. Skill Objective:
    - a. Students will make, confirm, and revise predictions
    - b. develop vocabulary by reading independently
    - c. read and organize information
    - d. use resources and references to build word meaning
    - e. Students will read using a variety of strategies to construct meaning from text
    - f. use simple strategies to determine meaning and increase vocabulary for reading
    - g. read text and determine the main idea or essential message
    - h. identify supporting details and facts
    - i. arrange events in chronological order.
- B. Materials:
  1. Student books
  2. Appendices A through J.
- C. Key Vocabulary:
  1. Literary Terms
    - a. novel
    - b. plot
    - c. setting
    - d. figurative language (Appendix A)
      - (1) metaphor
      - (2) simile
      - (3) personification
      - (4) onomatopoeia
      - (5) hyperbole
      - (6) alliteration
      - (7) idioms
  2. Grammar and Usage
    - a. synonyms
    - b. antonyms
    - c. prefixes
    - d. suffixes

- e. homophones
- D. Procedures/Activities
  1. Students will be placed in groups of four.
  2. Teacher will assign jobs (Appendix B).
  3. Students will read Chapter One silently.
  4. Students will do their jobs and place completed work in their folders (Appendix C).

**Lesson Two: Session 1B**

- A. Daily Objectives:
  1. Lesson Content:
    - a. Chapter One of Robin Hood of Sherwood Forest
  2. Concept Objective:
    - a. Develop critical thinking skills by using innovative teaching techniques
  3. Skill Objective:
    - a. Use context clues to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones
    - b. discuss meanings of words and develop vocabulary through meaningful real-world experiences
    - c. develop vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections
    - d. understand explicit and implicit ideas and information in text
    - e. Students will clarify understanding by rereading, self-correction, summarizing, checking sources, and class and group discussion
- B. Materials:
  1. same as Session 1A
- C. Key Vocabulary:
  1. same as Session 1A
- D. Procedures/Activities
  1. The Checker will hand out completed work from Session 1A.
  2. The Discussion Leader will ask questions and call on members of the group to answer. If no one knows the answer to a question, the Discussion Leader will give the students the page number on which to find the answer, and the group members will reread the passage until someone knows the answer. For an inferential or creative question, the Discussion Leader will accept possible answers. See Appendix D for some question writing guides. The Checker will record responses (Appendix E)
  3. The Vocabulary Expert will ask for definitions of a word. After some brainstorming, the team will turn to the page on which the word appears, find the sentence that contains the vocabulary word, and then decide on the definition of the word. The Checker again records responses.
  4. The Literary Spotter instructs the team to turn to a page and reads a sentence that contains one of the literary skills. He/she then asks one of the team members to identify the skill as the checker records the responses.
  5. The Checker will share his or her assigned job. (Appendix F) During the group discussion, the Checker records responses from the team members. Each member receives a + for a response and a – for negative remarks or for not responding.
  6. During the discussion, all team members will take notes.

### **Lesson Three: Session 2A**

- A. Daily Objectives:
1. Lesson Content:
    - a. First Chapter of Robin Hood of Sherwood Forest by Ann McGovern.
  2. Concept Objective:
    - a. Develop critical thinking skills by using innovative teaching techniques.
  3. Skill Objective:
    - a. Students will make, confirm, and revise predictions
    - b. develop vocabulary by reading independently
    - c. read and organize information
    - d. use resources and references to build word meaning
    - j. Students will read using a variety of strategies to construct meaning from text
    - k. use simple strategies to determine meaning and increase vocabulary for reading
    - l. read text and determine the main idea or essential message
    - m. identify supporting details and facts
    - n. arrange events in chronological order.
- B. Materials:
1. Student books
  2. Appendices A through J
- C. Key Vocabulary:
1. Literary Terms
    - a. Novel
    - b. Plot
    - c. Setting
    - d. figurative language (Appendix A)  
metaphor  
simile  
personification  
onomatopoeia  
hyperbole  
alliteration  
idioms
  2. Grammar and Usage
    - a. synonyms
    - b. antonyms
    - c. prefixes
    - d. suffixes
    - e. homophones
- D. Procedures/Activities
1. Students will be placed in groups of four.
  5. Teacher will assign jobs (Appendix B).
  6. Students will read Chapter Two silently.
  7. Students will do their jobs and place completed work in their folders (Appendix C).

### **Lesson Four: Session 2B**

- A. Daily Objectives
1. Lesson Content:
    - a. First Chapter of Robin Hood of Sherwood Forest by Ann McGovern.
  2. Concept Objective:
    - a. Develop critical thinking skills by using innovative teaching techniques.

3. Skill Objective:
  - a. Students will make, confirm, and revise predictions
  - b. develop vocabulary by reading independently
  - c. read and organize information
  - d. use resources and references to build word meaning
  - o. Students will read using a variety of strategies to construct meaning from text
  - p. use simple strategies to determine meaning and increase vocabulary for reading
  - q. read text and determine the main idea or essential message
  - r. identify supporting details and facts
  - s. arrange events in chronological order.
- B. Materials:
  1. Student books
  2. Appendices A through J.
- C. Key Vocabulary:
  1. Literary Terms
    - a. Novel
    - b. Plot
    - c. Setting
    - d. figurative language (Appendix A)
      - metaphor
      - simile
      - personification
      - onomatopoeia
      - hyperbole
      - alliteration
      - idioms
  2. Grammar and Usage
    - a. synonyms
    - b. antonyms
    - c. prefixes
    - d. suffixes
    - e. homophones
- E. Procedures/Activities
  7. The Checker will hand out completed work from Session 1A.
  8. The Discussion Leader will ask questions and call on members of the group to answer. If no one knows the answer to a question, the Discussion Leader will give the students the page number on which to find the answer, and the group members will reread the passage until someone knows the answer. For an inferential or creative question, the Discussion Leader will accept possible answers. See Appendix D for some question writing guides. The Checker will record responses (Appendix E)
  9. The Vocabulary Expert will ask for definitions of a word. After some brainstorming, the team will turn to the page on which the word appears, find the sentence that contains the vocabulary word, and then decide on the definition of the word. The Checker again records responses.
  10. The Literary Spotter instructs the team to turn to a page and reads a sentence that contains one of the literary skills. He/she then asks one of the team members to identify the skill as the checker records the responses.
  11. The Checker will share his or her assigned job. (Appendix F) During the group discussion, the Checker records responses from the team members. Each member receives a + for a response and a – for negative remarks or for not responding.
  12. During the discussion, all team members will take notes.

### **Lesson Five: Evaluation**

- A. Teacher makes up a separate quiz for each LIT Team using the questions, vocabulary, literary skills, and sample questions from the Checkers' jobs that the team generated during the week. See Appendix G for a sample test.
- B. The students take the quiz without their notes.
- C. comprehension quiz grade is given to each student
- D. The checkers' tallies are recorded in the team folders and used to give each student a participation/daily work grade (Appendix H).

### **Lesson Six through Twenty-five: Session 3A-10B**

- A. Daily objectives: same as sessions 1A and 1B, continuing until the end of the book.
- B. Materials: same as above.
- C. Key Vocabulary: same as above.
- D. Procedures/Activities: same as above.

## **VI. CULMINATING ACTIVITY**

At the conclusion of the book (in the case of Robin Hood of Sherwood Forest it would be after Session 10B), the team has to write a summary, write a character sketch or a literary journal of a particular character, make drawings of the characters or places in the story, and present a 10-15 minutes creative summary of the book. They may use costumes and/or props, and they are given a grade for the team. Some examples of culminating presentations: Robin Hood of Sherwood Forest Jeopardy, Judge Judy and the Case of the Merry Men, or a Robin Hood puppet show. See Appendix I for a sample team project rubric.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A – Literary Skills
- B. Appendix B – Literature Group Jobs
- C. Appendix C – Team Folders
- D. Appendix D – Rules for Writing Questions
- E. Appendix E.- Sample Questions
- F. Appendix F – Checker
- G. Appendix G– Suggestions of jobs for the Checker
- H. Appendix H – Sample Test
- I. Appendix I – Sample Grading Sheet
- J. Appendix J – Special Project Rubric

## **VIII. BIBLIOGRAPHY**

- A. Florida Department of Education. Grade Level Expectations for the Sunshine State Standards, 1999.
- B. Hirsch, E.D. Core Knowledge Sequence, Charlottesville, VA: Core Knowledge Foundation, 1997.
- C. Hunkins, Francis. Involving Students in Questioning, Boston: Allyn and Bacon, Inc., 1977, ISBN 0-205004866-8.
- D. Johnson, Terry D. and Daphne R. Louis. Literacy through Literature, Portsmouth, New Hampshire: Heinemann, 1987, ISBN 0-435-08451-8.
- E. McGovern, Ann. Robin Hood of Sherwood Forest, New York: Scholastic, 1968, ISBN 0-590-45441-2.
- F. Rhead, Louis. Robin Hood, Avenel, New Jersey: Children's Classics, 1988, ISBN 0-517-67129-8.
- G. Williams, Rebel. Integrated Learning Workshops: Launching Literature Circles, Bothell, WA: The Wright Group, 1993.

APPENDIX A

## LITERARY SKILLS

As you read your chapter, look for the following literary skills. Copy the sentence or phrase and the page number on which each is found.

**Metaphor** – a word or phrase used in place of another to suggest a likeness.

*The sound of the air conditioner was music to his ears.*

**Simile** – comparing two unlike things, often introduced by like or as.

*Their stomachs felt like tubes of toothpaste that had been all squeezed out.*

**Onomatopoeia** – the naming of a thing or action by a sound associated with it.

*Plunk, plunk, plunk. The turtle sang as she walked up the ramp.*

**Alliteration** – repeating initial consonant sounds in neighboring words.

*The gray goat gulped the green grass.*

**Personification** – representing a thing or idea as a person.

*The big tree was fighting hard to keep standing.*

**Hyperbole** – extravagant exaggeration.

*The worm was so long it stretched off the plate, out the barn door, and into the orchard.*

**Idiom** – having a meaning that is different than the meaning of the individual parts.

*Her eyes drifted around the room and rested on the little girl.*

## APPENDIX B

# LITERATURE GROUP JOBS

### **Discussion Leader**

Write 5-7 questions about chapter(s) assigned today to discuss with your group. Write down the page numbers on which the answers are found.

### **Vocabulary Expert**

Select 3-5 new or unusual words from the reading assignment and teach them to the group. Tell the page number where each is found and read the sentence from the book in which each is used. Tell what it means in that sentence.

### **Literary Spotter**

Look for metaphors, similes, and other skills. Note the page numbers and discuss with your team.

### **Checker**

Using in card in the team's folder, put a + by the name when a team member responds and a – for negative remarks or for not participating. You will also do an additional job assigned by the teacher.



APPENDIX C

TEAM FOLDERS

DISCUSSION LEADER			
Pages	Name	A	B
3-14	1. Jared	+	+
15-21	2. Kim	+	+
22-30	3. John Robert	+	+
31-37	4. Danielle	+	+
38-52	5. Jared	+	A
53-66	6. Kim		
67-80	7. John Robert		
81-96	8. Danielle		

VOCABULARY EXPERT			
Pages	Name	A	B
3-14	1. Kim	+	+
15-21	2. John Robert	+	+
22-30	3. Danielle	+	+
31-37	4. Jared	+	+
38-52	5. Kim	+	+
53-66	6. John Robert		
67-80	7. Danielle		
81-96	8. Jared		

LITERARY SPOTTER			
Pages	Name	A	B
3-14	1. John Robert	+	+
15-21	2. Danielle	+	+
22-30	3. Jared	+	+
31-37	4. Kim	+	+
38-52	5. John Robert	+	+
53-66	6. Danielle		
67-80	7. Jared		
81-96	8. Kim		

CHECKER			
Pages	Name	A	B
3-14	1. Danielle	+	+
15-21	2. Jared	+	+
22-30	3. Kim	+	+
31-37	4. John Robert	+	+
38-52	5. Danielle	+	+
53-66	6. Jared		
67-80	7. Kim		
81-96	8. Jared		

These cards are placed in pockets in each team's folder. The Checker will give each person a + if they were present and did their job. If a child is absent, put an "A." The children are instructed that they have one day to complete their make-up jobs. For discussion days missed, they need to copy the Checker's notes.

## APPENDIX D

# RULES FOR WRITING QUESTIONS

- Stay away from one word answers.
- Some questions are creative or opinion questions. Use no more than two of these when writing your questions.
- NO yes/no questions are acceptable. If someone writes a yes/no question, rewrite the question by adding “how” or “why.”
- Write down the page numbers of the answers, if possible. If no one on the team can answer the question, give them the page number and have the team look it up.
- Optional: Use at least one question from the top two levels of Bloom’s taxonomy (Synthesis and/or Evaluation).

## APPENDIX E

# SAMPLE QUESTIONS

1. Who \_\_\_\_\_?  
Who is the best archer in England?
2. What \_\_\_\_\_?  
What does Robin hope to win?
3. When \_\_\_\_\_?  
When does this chapter take place?
4. Where \_\_\_\_\_?  
Where is the greenwood?
5. How \_\_\_\_\_?  
How does Robin feel about the fair Marian?
6. What is the main idea of the chapter?
7. How is \_\_\_\_\_ related to \_\_\_\_\_?  
How is the way the peasants are treated related to the way the poor are treated in our society today.
8. Why is \_\_\_\_\_ significant?  
Why are the vows of Robin Hood’s men significant?
9. How does \_\_\_\_\_ compare with \_\_\_\_\_?  
How do the Merry Men compare with the Knights of the Round Table?
10. How does \_\_\_\_\_ contrast with \_\_\_\_\_?

- How does Maid Marian contrast with Queen Guinevere?
11. When and where does the story take place? How do you know?
  12. What incident, problem, conflict or situation does the author use to get the story started?
  13. What does the author do to create suspense, to make you want to read on to find out what happens?
  14. Think of a different ending to the story. How would the rest of the story have to be changed to fit the new ending?
  15. Who is the main character of the story? What kind of person is the character? How do you know? (Give some examples from the book/chapter).
  16. How is \_\_\_\_\_ different than most \_\_\_\_\_?  
How is Robin Hood different than most common thieves?
  17. Do you know anyone like \_\_\_\_\_? How are they alike?

Appendix E  
Questions continued

- Do you know anyone like Little John? How are they alike?
18. What do you predict will happen next?
  19. What solutions do you suggest for \_\_\_\_\_?  
What solutions do you suggest for the peasants who are having trouble paying their taxes?
  20. Do you agree that \_\_\_\_\_? Why or why not?  
Do you agree that Robin Hood is a good person? Why or why not?
  21. What is your opinion of \_\_\_\_\_?  
What is your opinion of the sheriff's action in this chapter?
  22. What is the most important \_\_\_\_\_?  
What is the most important lesson you can learn from this book/chapter?
  23. What if \_\_\_\_\_?  
What if Robin Hood was a woman? How would the story have been different?

APPENDIX F

CHECKER

CHECKER – RED TEAM			
Page No.	Name	A	B
3 – 14	Jared	+	++++-++
	Danielle	+	++++++ +++
	Kim	+	+++++++
	John Robert	+	++++++++ ++++

## APPENDIX G

# SUGGESTIONS OF JOBS FOR THE CHECKER

The job of the checker does not require much time or preparation, so you might want to add an additional job that will support the skills you are working on in writing or English. Below are some possible assignments.

- Identify subjects and verbs in sentences.
- Identify different sentence types.
- Diagram sentences by using nouns, verbs, pronouns, adjectives, articles, adverbs, conjunctions and interjections.
- Identify synonyms and antonyms in the chapter.
- Rewrite two paragraphs using antonyms for selected words.
- Identify examples of quotation marks in dialogue.
- Identify commas in a series.
- Find examples of prefixes and suffixes and identify what they mean.
- Find examples of homophones in the chapter.
- Identify and analyze different types of paragraph beginnings.
- Identify topic sentences in paragraphs.
- Identify the setting of the story and specific details and examples that describe it.
- Complete a story map.
- Sequence the events of the chapter.
- Complete an attribute web for a specific character.
- Connect the events of the chapter to a real-life event.
- Compare and contrast events, characters, etc. using a Venn Diagram.
- Complete a story ladder.
- Rate the story characters using attributes.
- Write riddles describing events or characters using general and specific clues.
- Make a time line of the events in the chapter.
- Summarize the chapter.
- Illustrate the events of the story.
- Draw a map of the setting or places in the chapter.
- Write a news article or an editorial about the events in the chapter.
- Create a wanted poster, a missing persons poster, or a wall of fame for one of the characters.
- Write a letter to one of the characters giving them advice.

APPENDIX H

SAMPLE TEST FOR ROBIN HOOD

Literature Test  
Robin Hood, Chapters 1 & 2  
Yellow Team

Name \_\_\_\_\_ Date \_\_\_\_\_

Define the following words:

1. stalwart -
2. idle -
3. smote -

Answer the following questions using complete sentences.

4. How does Little John become one of the Merry Men?
5. Compare and contrast Little John and Robin Hood. Use specific examples from the chapter.
6. Why do you think the Merry Men band together?

Identify which of the following literary skills are used in the phrases/sentences: simile, metaphor, onomatopoeia, personification, alliteration, hyperbole, or idiom.

7. \_\_\_\_\_ ....as brisk as the winds that blew through Sherwood Forest
8. \_\_\_\_\_ Thy **h**ead will **h**ang for **h**aving killed one of the King's deer.
9. \_\_\_\_\_ ...his eyes hardened and anger rose within him

10. Sequence the following events in the chapters (1 through 4):

- \_\_\_\_\_ Little John and Robin Hood become friends.
- \_\_\_\_\_ The foresters trick Robin Hood into killing the deer.
- \_\_\_\_\_ Robin Hood falls in the stream.
- \_\_\_\_\_ Robin Hood becomes an outlaw.

APPENDIX I

SAMPLE GRADE SHEET  
FOR LITERATURE TEAMS

SUBJECT: LIT

DATE: \_\_/\_\_/00 - \_\_/\_\_/00

QUARTER \_\_\_\_

DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C
M	T	W	TH	M	T	W	TH	M	T	W	TH	M	T	W	TH
Quiz: Amber Daily Grade: Wkly Grade:				Quiz: Daily Grade: Wkly Grade:				Jon Quiz: Daily Grade: Wkly Grade:				Matthew Quiz: Emma Daily Grade: Wkly Grade:			
DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C
M	T	W	TH	M	T	W	TH	M	T	W	TH	M	T	W	TH
Quiz: Jared Daily Grade: Wkly Grade:				Quiz: Kim Daily Grade: Wkly Grade:				Quiz: Danielle Daily Grade: Wkly Grade:				Quiz: John R. Daily Grade: Wkly Grade:			
DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C
M	T	W	TH	M	T	W	TH	M	T	W	TH	M	T	W	TH
Quiz: Krista Daily Grade: Wkly Grade:				Quiz: Jeff Daily Grade: Wkly Grade:				Quiz: Katelyn Daily Grade: Wkly Grade:				Quiz: Valerie Daily Grade: Wkly Grade:			
DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C
M	T	W	TH	M	T	W	TH	M	T	W	TH	M	T	W	TH
Quiz: Alexis Daily Grade: Wkly Grade:				Quiz: Wil Daily Grade: Wkly Grade:				Quiz: Joshua Daily Grade: Wkly Grade:				Quiz: John P. Daily Grade: Wkly Grade:			
DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C
M	T	W	TH	M	T	W	TH	M	T	W	TH	M	T	W	TH
Quiz: Jamie Daily Grade: Wkly Grade:				Quiz: Pam Daily Grade: Wkly Grade:				Quiz: Patrick Daily Grade: Wkly Grade:				Quiz: Jordan Daily Grade: Wkly Grade:			
DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C	DL	VE	LS	C
M	T	W	TH	M	T	W	TH	M	T	W	TH	M	T	W	TH
Quiz: Chase Daily Grade: Wkly Grade:				Quiz: Susanna Daily Grade: Wkly Grade:				Quiz: Bill Daily Grade: Wkly Grade:				Quiz: David Daily Grade: Wkly Grade:			

APPENDIX J

LITERATURE TEAM  
SPECIAL PROJECT RUBRIC

Name \_\_\_\_\_ Team Members \_\_\_\_\_

Date \_\_\_\_\_

1. Summary of the book \_\_\_\_\_
  - (a) tells what happens B – M – E
  - (b) lists the main characters
  - (c) tells how or why you liked/didn't like this book
  
2. Character sketch or analysis \_\_\_\_\_
  - (a) tells how the main character looks
  - (b) feels about himself and others
  - (c) thinks and acts
  
3. Drawings of the characters and/or places in the story \_\_\_\_\_
  
4. Special creative project that you think up yourselves.

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Comments:

Grade yourself: \_\_\_\_\_  
Grade for your team: \_\_\_\_\_  
Class grade: \_\_\_\_\_  
Teacher grade: \_\_\_\_\_  
Final grade: \_\_\_\_\_