

Aims	To prepare for the class discussion by first doing a mini seminar with your partner
Criteria for Success	Support your thinking with text evidence Demonstrate leadership Be clear Self Assess to prepare for tomorrow
Connection	This week's weekly test is going to be in the form of a class discussion.  Tell the story of how athletes use self assessment to improve. Share Brandon McCarthy's story, as shared in <i>Reading Without Limits</i> .
Purpose	Today we are going to continue preparation by doing a practice seminar in partnerships. We will reflect on how we can improve for tomorrow based on our own assessments and our partner's assessments.
Mini Lesson	To prepare for tomorrow's seminar, we are going to partner practice discussing possible answers to some guiding questions.  Tomorrow we will have a full group discussion, but today we are going to practice discussing in partnerships first.  Hand out Seminar classwork with seminar definition, norms and rules.  Show a video of students engaged in a class discussion. As a class, analyze their general performance. Looking for a video? There are many available on <a href="#">vimeo</a> . Search "Great Books Foundation".  <u>Assess the group using the checklist on the following page.</u>
Guided Practice	Ask: What criterion do you think you're well prepared for? What criterion do you need to prepare more for? Spend five minutes preparing for the latter one you identified.
Independent Work	Partners have a mini mini discussion based on the discussion question. Then they analyze each other using the criteria checklist. They give each other feedback on how they can do better for tomorrow.
Share	What was the hardest part of the mini seminar? Reflect starting with the letter R one goal for tomorrow's discussion. How are we preparing like McCarthy?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### *Preparation*

These are the expectations for tomorrow's seminar...

- Be prepared** – have your annotations, and text with you and ready
- Use evidence to justify your statement** – paraphrase or directly cite the text; reference the page number
- Build on what others say** – when someone speaks, do not ignore them; build on their ideas with positive, constructive language
- Call on, or yield to, those who have not yet spoken** – we will call on each other so look to call on the quiet raised hands
- Make eye contact** – please do not watch the teacher, look at your teammates, they are having the discussion with YOU 😊
- Avoid speaking in slang** – use academic language and avoid “like” or “ums”
- Raise your hand to speak and call on the next student when you are done** – we are raising hands and calling on each other; try to prioritize calling on someone who hasn't spoken yet; there is a three penny rule- please avoid speaking more than three times
- Stay on topic** – in order to help you succeed, you are being assigned a discussion question so please try to stick to it rather than go off topic
- Be an active listener** – sit tall and take notes as others speak; you will be turning in a your notes at the end of class; you will later use your notes when you write a literary essay
- Be mindful of how often and how long you speak** – please do not take over the discussion; keep your comment to 30 seconds if possible

**QUESTIONS/COMMENTS I HAVE ABOUT THE SEMINAR EXPECTATIONS:**



## **How will I be graded?**

In three major categories...

### 1. EVIDENCE

- a. Direct references to the text (page numbers, quotes)
- b. Paraphrased passages

### 2. LEADERSHIP

- a. Referring to or building on other students' comments
- b. Asking clarifying questions of other students
- c. Providing a summary of the arguments and ideas presented
- d. Linking one student's ideas to another student's ideas

### 3. CLARITY

- a. Clear points made and spoken with appropriate clarity and volume
- b. Convincing points made with proof from the text