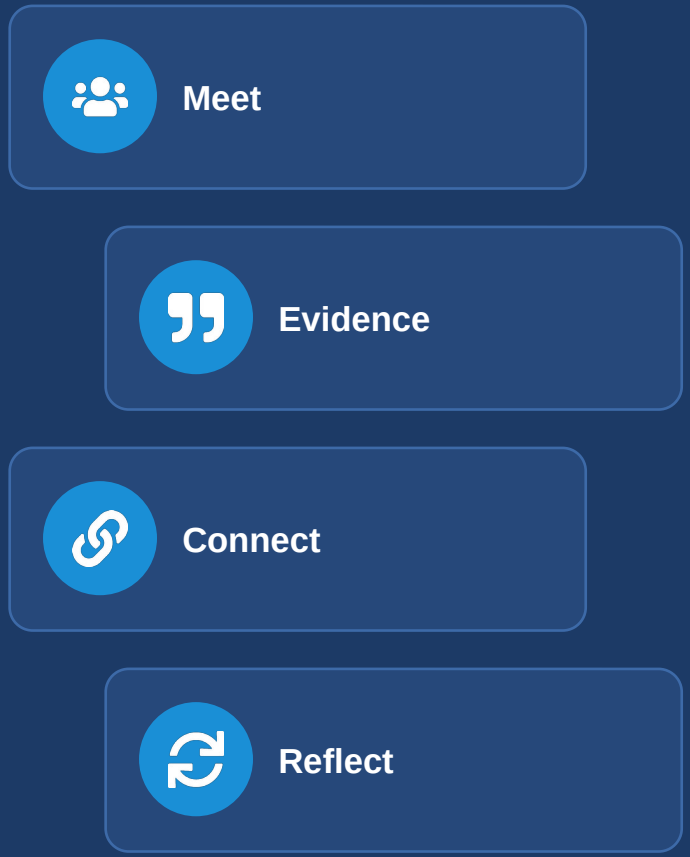
NBE3U Stories Now, Lesson 6

Circle Meeting 1

Evidence, connections and testing predictions



Today's goals

We are learning…

- To discuss a novel using evidence and roles.
- To make rich connections.

I can…

- Complete my role and bring evidence.
- Test a prediction against the text.
- Make a connection to another text, the world or myself.
- Explain how talking helps me read.

Today's plan

Time	What we're doing	You will…
0–8 min	**Prepare**	Check
8–45 min	**Meeting**	Discuss
45–60 min	**Connections**	Build
60–75 min	**Reflect**	Write

Big idea

A good circle meeting is not a quiz. Readers bring evidence, test their predictions from Lesson 3, and build connections from the novel to other texts, the world and themselves, with each role adding something the others missed.

Before you start

Check:

1. Pages read? Role sheet done?
2. Page numbers ready.
3. Norms on the table.
4. Who records today?

Meeting order

Time	What
5 min	Discussion Director: opening question
15 min	Passage Picker and Word Finder
8 min	Context Researcher and Representation Tracker
7 min	Predictions: test them
2 min	Connector: bridge to the web

If talk stalls



What surprised you most so far, and what page shows it?

Sentence starters

“I didn't expect…”

“On page ___ …”

“I disagree a little, because…”

“Can you say more about…”

How it works

- Use when needed.
- Invite quieter members.

Retelling vs discussing

Retelling

- “Then she goes to the store…”
- Plot summary.
- No page numbers.

Discussing

- “Why does she lie on page 52?”
- A claim and a page.
- Questions to each other.

Build the web

On page 2:

1. A course text: Johnson, Zitkála-Šá, Eastman, Unit 2's images.
2. Another class novel (ask another circle).
3. An event or issue today.
4. Yourself, only what you choose to share.

Perspective questions

- Whose view does the book give us?
- Whose view is missing?
- What does it ask about identity?
- What does it ask about power?

Skills reflection

On page 2:

1. Which skill helped most: listening, speaking or writing notes?
2. Give one example from today.
3. What will you do differently next meeting?
4. Set your next role.

Testing predictions



Bring out page 2 from Lesson 3. For each prediction: confirmed, changed or abandoned? Point to the page.

Changing your mind with evidence is a strength, not a failure.

Kinds of connection



Text to text

Another novel, a course text, a film.



Text to world

An event, an issue, a place.



Text to self

Only what you choose to share.

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can complete my role and bring evidence.			
I can test a prediction against the text.			
I can make a connection to another text, the world or myself.			
I can explain how talking helps me read.			

Exit ticket

1. The strongest piece of evidence your circle found.

2. One connection beyond the novel.

3. One skill that helped you read.

Next class: On Stage.

Teacher reveal

A strong meeting…

Prepared: Every role done; pages read.

Evidence: Page numbers and short quotations, not plot retelling.

Predictions: Tested honestly: confirmed, changed or abandoned, with evidence.

Connections: To course texts (Johnson, Zitkála-Šá, Eastman, Unit 2's images), to the world, and to self, explained.

Perspectives: Notices whose view the book shows, and what it asks about beliefs, values, identity and power.