**Literature Circles**

A literature circle is similar to a book club – it is a structure for talking about a book with your peers as you read it together. In literature circles, groups of four to six students are asked to read an agreed-upon portion of a novel and complete an assigned role each week. Each “meeting day” group members will share their assigned role with the other group members to foster greater discussion and understanding of the novel.

**Schedule & Time Management:** Your group will meet 5 times in the next five weeks. Because you know when your group will meet in advance, there should be no excuse for absenteeism and incomplete work.

* **Friday** will be devoted to reading your novel. (You will also need to read at home to be prepared)
* **Monday** will be a day to prepare for Wednesday’s discussion.
* **Wednesday** will be for group discussion.

**Roles (Total Value 50 - 10 marks per week):** Each week you will choose a particular role from the attached list to share with your group. You must choose a different role each week and you must also select at least one role from each of the categories (Literary Elements/Reading Strategies/ Conversation and Discussion). **Your role must be based on that week’s assigned reading.** By the end of the five weeks, each member should have completed five different roles. Please note that there must always be a Discussion Director and no two students can perform the same role for the same discussion.

**Participation Marks (Total Value 50 - 10 marks per week):** Each week you may receive up to 10 marks for participation. You will be assessed by the teacher and your peers based on co-constructed criteria. Your work must be completed before the group meeting (Wednesdays) or you will lose participation marks.

**Role and Page Assignments**

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| **Literature Circle Meeting #1**  **Date: Thursday, March 31, 2016**  **Pages to Read: 3 – 77**  **Chapters 1-6** | **Role** | **Student Responsible** |
| Discussion Director |  |
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| **Literature Circle Meeting #2**  **Date: Wednesday, April 6, 2016**  **Pages to Read: 77 – 149**  **Chapters 7-11** | **Role** | **Student Responsible** |
| Discussion Director |  |
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| **Literature Circle Meeting #3**  **Date: Wednesday, April 13, 2016**  **Pages to Read: 153 – 221**  **Chapters 12-16** | **Role** | **Student Responsible** |
| Discussion Director |  |
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| **Literature Circle Meeting #4**  **Date: Wednesday, April 20, 2016**  **Pages to Read: 222 – 304**  **Chapters 17-23** | **Role** | **Student Responsible** |
| Discussion Director |  |
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| **Literature Circle Meeting #5**  **Date: Wednesday, April 27, 2016**  **Pages to Read: 305 – 376**  **Chapters 24-31** | **Role** | **Student Responsible** |
| Discussion Director |  |
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**Literature Circle Role Descriptions**

**CATEGORY #1: LITERARY ELEMENTS**

1. **Super Scrapbooker**

Divide an 8 ½ X 11” blank sheet of paper into four squares. Imagine that each square is a page in your character’s scrapbook. Draw a picture in each square to show four important objects that the character would want to save and remember, based on this week’s section of the novel. On a separate sheet of loose-leaf, write three to five sentences for each object explaining its importance.

1. **Character Comparison**

Compare yourself or someone you know to a character from the novel by creating a character profile. On a separate sheet of loose-leaf, identify and explain at least two similarities and two differences from you and this character. Considering what you have discovered, what is your opinion of this character? Why? How do you think the character would feel about you? Your response should be approximately 200 words.

1. **Artistic Adventurer**

As the Artistic Adventurer, you are responsible for sharing an **artistic representation relevant to the assigned section** of the novel. Good readers make pictures in their minds as they read and this is a chance to share some of your own images and visions. Draw a sketch, a painting, a comic strip, a diagram, a flow chart, or a collage related to the reading you have just read. The artistic representation may relate to the characters, the setting, a problem, an exciting part, a surprise twist, a prediction, or anything else you feel is relevant to this particular section of the novel. BE CREATIVE

1. **Fantastic Photographer**

As the Fantastic Photographer, you are responsible for **capturing a scene or two in pictures relevant to the assigned section of the novel.** Good readers make pictures in their minds as they read and this is a chance to make others see your “vision.” Re-act a scene from the assigned reading of this week and create a photo using digital photography. The photograph could reflect the plot, with realistic character portrayal, setting, and time period. Your scene could represent an exciting part, a surprising twist, a problem, a prediction, or anything else you feel is relevant to this particular section of the novel. Be CREATIVE!

1. **Dear Diary**

Pretend you are one of the characters in the book. Write several diary entries about the events in this week's assigned reading. Your entries should reveal the characters thoughts about the different events in the section. The completed entries should total at least 200 words.

**CATEGORY #2: READING STRATEGIES**

1. **Bridge Builder**

Your job is to build bridges between the events in this section of the novel and other people, places, events in your school, the community, or your own life. Identify and explain: 1) a connection between the text and yourself, 2) the text and another text, and 3) the text and the world. Use the graphic organizer below to identify your connections during reading. On a separate sheet of loose leaf, clearly explain each connection and use specific detail to demonstrate what makes the events similar. Each connection should be approximately 50-75 words.

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| **Event in the Book** | **Types of Connections** | **Connection** |
|  | 1. **Text to self** |  |
|  | 1. **Text to text** |  |
|  | 1. **Text to world** |  |

1. **Vocabulary Enricher**

As the Vocabulary Enricher, you are responsible for selecting and **defining 10 vocabulary** words from the assigned section of the novel. You must select at least two words from each chapter in the assigned section. Be sure to include the **page number and paragraph** indicating the location of each word and **explain why the author chose each word**. You should focus on words that are puzzling or unfamiliar and **words that stand out** in the reading – **words that are repeated frequently, used in an unusual way, or are crucial to the meaning of the text.**  It is important to indicate the specific location of the words so the group can discuss these words in context.

Word: Disarming (Lee p. 10 / paragraph 2)

Definition: Making it difficult for a person to feel anger or suspicion

Context for word / authors reasoning for using: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-

1. **Summarizer**

Your job is to identify and report on the key points of the assigned section of the novel. Write a summary that describes the setting, plot, and characters in this section of the book. Consider how characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough and should be approximately 150 -200 words.

1. **Investigator**

The investigator digs up background information on any topic related to the assigned section of the novel. The information you find might shed light on geography, history, time period, music, author, objects, culture, art or artifacts. This is not a formal research report, the idea is to find information or material that will help your group better understand the book. You must write 150-200 words (bullet points are okay) and cite the source(s) of your information. You may research more than one topic. Do not use Wikipedia as a source.

**CATEGORY #3: CONVERSATION AND DISCUSSION**

1. **Discussion Director**

As the Discussion Director, you are responsible for **leading your Literature Circle group discussion**. You are also responsible for **developing a list of ten (10) questions that your group can discuss** related to the assigned section of the novel. Your questions should be ones that require thought and get everyone talking and sharing their opinions and reactions. Do not worry about the small details; your task is **to help people talk over the big ideas in the reading and share their reactions**. The best discussion questions come from your own thoughts, feelings, and concerns as you read. Do not write questions that call for a simple "yes" or "no" answer or factual detail.

For example: What did you think about......? (name a specific event, action, or character's action)

Why do you think that.......?

What do you think will happen......? (ask for predictions of events and characters' actions)

1. **To Read or Not To Read…**

Based on what you have read up to this point, write a letter to a friend recommending or advising against reading this book. Your letter should clearly explain your reasons with specific examples and detail from the novel. The letter should be approximately 150-200 words.

1. **Passage Picker**

As the Passage Picker, you are responsible for locating **five (5) passages** from the assigned section of the novel that your group should reread, discuss, and think about. Passages should be important things for everyone to notice, remember, and consider. Choose a variety of passages, not all the same type--here are suggestions: quotable quotes, surprising/startling passages, confusing sections (something you wonder if other people "got"), important passages (maybe a clue? foreshadowing?), or controversial events (elicits different opinions from group members). Be sure to include the **page number and paragraph number as well as your reason(s) for choosing the passage**. Read the passages aloud and then discuss with your group. *Remember, the purpose is to suggest material for discussion*.

1. **Journalist for the Phantom Report (\*NEW! PUBLISH YOUR WORK ONLINE :D)**

Write a news or magazine article which relates to an issue in this section of your book. Make sure to use the inverted pyramid format which includes an engaging lead, stacking facts from most important to least important, and answering the 5 W’s (who, what, where, when, why). Remember you are stating the facts like a real journalist! You will also cite quotes from characters in the novel (interview technique), and you will need a photo for your front page. Your article should be 150-200 words.

1. **Content Critic**

Your role is to serve as a critic, passing judgment on the chief events from the reading. What were some of the major plot twists? Do you agree with them? Did characters make good or poor decisions? Would you have acted in a similar fashion or made different choices? Regardless of your take, be sure to take a definitive stand in support or in disagreement**. Your Task: Pick five events or character decisions/thoughts and take a determined stand on them.** The idea is to react to important events in the reading in a manner that might reveal key developments and help provoke discussion with people at your table or with the class as a whole. **Give each event a title, cite the page number where it occurred, and provide your reaction/opinion to each event with clear ideas and details.**