

Literature Circles



Name: _____

Teacher's Name: _____

Subject & Period: _____

Date: _____

Welcome to Literature Circles!

During the 6th six weeks, you will be reading the book assigned to you earlier this semester. You will be assigned a different role each week and will be graded on the following items:

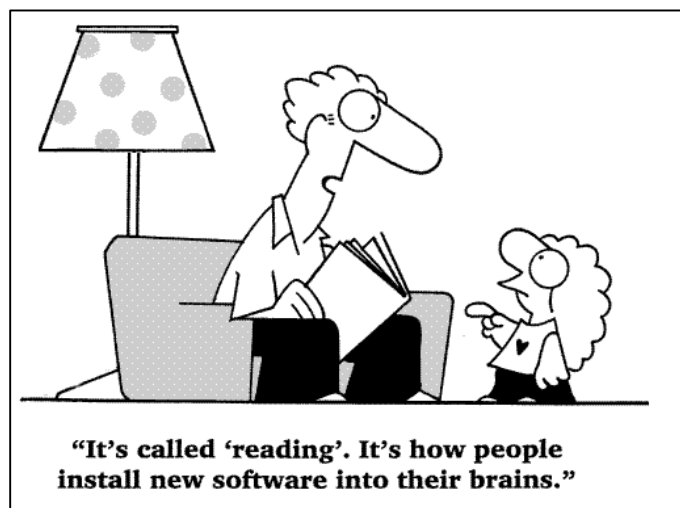
1. Staying up-to-date with your weekly reading log
2. Completed assigned task for the week
3. Participation within the group (Group members and teacher will score you on this.)
4. Quizzes (2-3 quizzes will be given during the six weeks)
5. Journals (1 a week and it must be typed)

The following roles for the literature circles are as followed:

1. Discussion Leader
2. Diction & Vocabulary Detective
3. Bridge Builder
4. Reporter
5. Artist
6. Creative Option (must have teacher's approval)

A more elaborate description of each role will be found on the next page. Some roles may have to be repeated depending on one's group size, so you need to carefully think as a group what you would like another person to do that would benefit the group as a whole. I will be willing to accept a creative option depending on how beneficial it is to the group.

Remember, you are graded on your job! Have fun and focus on themes, characterization, setting, vocabulary, and more!



Literature Circle Roles

Discussion Leader: Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of **levels of questions** to create thought-provoking literal, interpretive, and universal questions (Question stems are listed on the next page). Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day's discussion.

Vocabulary Sleuth: Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate?

Bridge Builder: Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters' internal and external conflicts and the ways that these conflicts influence their actions.

Reporter: Your job is to identify and report on the key points of the reading assignment. Make a list or write a summary that describes how the writer develops 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.

Artist: Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. You can choose to illustrate a scene, an idea, a symbol, or a character. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, you may explain your illustration and answer any questions that have not been answered.

Creative Option: _____

_____.

Bloom's Taxonomy Question Stems

Level 1: Remember – Recalling Information

Key words: Recognize, List, Describe, Retrieve, Name, Find, Match, Recall, Select, Label, Define, Tell

Question Starters:

- What is...?
- Who was it that...?
- Can you name...?
- Describe what happened after...
- What happened after...?

Level 2: Understand – Demonstrate an understanding of facts, concepts and ideas

Key words: Compare, Contrast, Demonstrate, Describe, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarize, Show, Classify

Question Starters:

- Can you explain why...?
- Can you write in your own words?
- Write a brief outline of...
- Can you clarify...?
- Who do you think...?
- What was the main idea?

Level 3: Apply – Solve problems by applying knowledge, facts, techniques and rules in a unique way

Key words: Apply, Build, Choose, Construct, Demonstrate, Develop, Draw, Experiment with, Illustrate, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize

Question Starters:

- Do you know of another instance where...?
- Demonstrate how certain characters are similar or different?
- Illustrate how the belief systems and values of the characters are presented in the story.
- What questions would you ask of...?
- Can you illustrate...?
- What choice does ... (character) face?

Level 4: Analyze – Breaking information into parts to explore connections and relationships

Key words: Analyze, Categorize, Classify, Compare, Contrast, Discover, Divide, Examine, Group, Inspect, Sequence, Simplify, Make Distinctions, Relationships, Function, Assume, Conclusions

Question Starters:

- Which events could not have happened?
- If ... happened, what might the ending have been?
- How is... similar to...?
- Can you distinguish between...?
- What was the turning point?
- What was the problem with...?
- Why did... changes occur?

Level 5: Evaluate – Justifying or defending a position or course of action

Key words: Award, Choose, Defend, Determine, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Select, Agree, Appraise, Prioritize, Support, Prove, Disprove. Assess, Influence, Value

Question Starters:

- Judge the value of...
- Can you defend the character's position about...?
- Do you think... is a good or bad thing?
- Do you believe...?
- What are the consequences...?
- Why did the character choose...?
- How can you determine the character's motivation when...?

Level 6: Create – Generating new ideas, products or ways of viewing things

Key words: Design, Construct, Produce, Invent, Combine, Compile, Develop, Formulate, Imagine, Modify, Change, Improve, Elaborate, Plan, Propose, Solve

Question Starters:

- What would happen if...?
- Can you see a possible solution to...?
- Do you agree with the actions?...with the outcomes?
- What is your opinion of...?
- What do you imagine would have been the outcome if... had made a different choice?
- Invent a new ending.
- What would you cite to defend the actions of...?

Literature Circle Book Club



A **book club** is a group of people who meet regularly to discuss books they are reading. You will meet in your book club once a week. You will be required to complete information in order to prepare for your book club meeting. All information must be typed and printed out. If you are not prepared for book club, you will be given an alternative assignment.

Book title: _____

Author: _____

People in my group:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Divide the book into six parts. List the pages that must be read for each book club meeting below.

Week 1: pages due _____ by _____

Week 2: pages due _____ by _____

Week 3: pages due _____ by _____

Week 4: pages due _____ by _____

Week 5: pages due _____ by _____

Week 6: pages due _____ by _____

By placing these pages and due dates down, you are agreeing to the schedule and committing to fulfill the requirements. The **Discussion Leader** is responsible to check and make sure everyone wrote down the correct page numbers and due dates.

Reading Log

Now that you have a group and a novel to read within your Literature Circle or Book Club, you will fill out your reading log. Each week, your teacher will come around and check your log. You will evaluate your reading and job performance on this log too.

Title of Book: _____

Author: _____ Total Number of Pages: _____

Date Assigned	Date Due	Pages to Read	Role	Your Performance	Group's Performance

Discussion Note Taking Graphic Organizer

Listening is an important part of a group discussion. Taking notes during group discussions can help you be an active listener. Use the note taking graphic organizer below as your group engages in Literature Circle discussions.

Interesting Point my Group Member Made	Support the Person Provided	My Thoughts

Interesting Point my Group Member Made	Support the Person Provided	My Thoughts

Independent Reading Journals

As you read your novel of choice, you will create a reading journal. To receive full credit, you must have five different entries in your journal.

- Each journal entry must be at least one page typed, 12 pt. font, and always double space. Illustrations must be in full color and outlined in black pen or colored pencil.
- Journal entry ideas must come from the ideas presented on this sheet.
- You must use one idea from each of the columns of ideas.
- Remember to always label each journal entry with this info: *the book title, the author's name, and the column topic.*

Journal Choices

Characterization

Write a "Dear Abby" letter that one of the characters of the book might have written asking for advice solving a conflict.

What character would you like to be in this book? Why? What personality traits of this character would you like to acquire?

Imagine that a character in the book is being written up in the newspaper 20 years after the novel ends. Write the article. Where has life taken him/her? Why?

Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem.

Setting/Plot

What makes you wonder in this book? What confuses you? What came as a surprise?

Draw a map of the setting of this book, showing major areas, building, and other features. Label everything clearly.

If you had an opportunity to go where this story takes place, would you go? Why or why not?

Summarize the main events in the order in which they happened.

Draw a comic strip of at least six frames illustrating a scene from the book. Write a caption under each frame describing what you have drawn.

What is the major conflict in the book? How do the characters solve the conflict?

Theme

What is the author saying about life and living in this book?

Compare this book with another book with the same theme or message. How do these books deal differently with the same concept?

Choose a sentence, quote, or passage from the book that moved you in some way. Why do you think this is?

Keeping the theme of the book in mind, rewrite the words of a popular song to fit.

Interview a key character from the book to find out what lessons he/she has learned.

What do you feel is the book's most important word, passage, or element (an event, character, feeling, place, decision)? Why is it important?

Connections

What emotions did this book make you feel? Did you laugh aloud? Did you get choked up? Angry? Did you feel anxious, fearful, or triumphant? Explain your reactions.

What connections are there between the book and you're your own life? Explain.

In what ways are you like any of the characters? Do any of the characters remind you of friends, family members, or classmates? Explain.

Has this book helped you in any way? Have you learned anything important about the world, or about people, even yourself? Explain.

Critique of Craft

What are the best parts of the book? Why? What are the worst parts of this book? Why?

Did you like the ending of the book? Why or why not? Do you think there was more to tell? What do you think might happen next?

Do you think the title fits the book? Why or why not? Choose another title for the book. Defend your choice.

Who else should read this book? Why? Who shouldn't read this book? Why?

On a scale of one to ten, with ten being the highest, rate this book. Explain your answer.

What do you most admire about this writer's work?

Literature Circle Book Share



Now that your group has read and discussed the major elements of your Literature Circle books, you will be presenting your book to the rest of the class in the form of a book share.

Your book share will be a major grade and will consist of the following requirements:

- 1) Elements of the book - this should be a written paragraph and should be created together with your group members. DO NOT copy a summary from online! - **20 points**
- 2) A statement that identifies the major theme of your book (Theme Statement) – use your formula to guide you! - **10 points**
- 3) A group reflection on the book that expresses your group's overall opinion of the book and whether or not you would recommend it to others and why. Think of this like a book review. Who would like to read it? Who wouldn't? What made the book enjoyable? What wasn't so good about it? Etc... - **20 points**
- 4) A collage of images and symbols that your group was inspired to choose based on your novel. Your group should have been gathering these images as you completed your weekly discussion sheets. Your group should be able to explain the significance of ALL symbols/images present on your collage. The collage may also include words that became significant main ideas in the story or that you feel added to the mood/tone of the book as a whole. There should be NO BLANK SPACE left visible on your collage.

*The collage is worth **50 points** of the major grade to be broken down as follows:

- All space filled – **5 points**
- Full explanation of significance of images present – **20 points**
- Full explanation of significance of words present - **20 points**
- Use of color/creativity – **5 points**

Your book share items should be turned in as follows:

- Elements of the Book and Group Reflection should be typed and in a pocket folder with brads. The cover of the folder should include the title of your book, your class period, and your group members' names.
- The collage will be completed on poster board. An explanation of your images, symbols, and words should be typed and appear on the back of the collage.
- The theme statement should be visible on the front of your collage.