

## Group Meeting Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next meeting. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: \_\_\_\_\_ Book: \_\_\_\_\_ Pages: \_\_\_\_\_

Discussion Leader:	Reporter:
Bridge Builder:	Artist:
Diction & Vocabulary Detective:	Creative Option:

	<b>Challenges</b>	<b>Goals</b>
<b>Speaking</b>		
<b>Listening</b>		
<b>Understanding the Text</b>		
<b>Group Members</b>		

## Discussion Leader Role Sheet

Name:		Book:	
Group:		Pages:	

Your job is to develop a list of questions that you think your group should discuss about the assigned section. Use your knowledge of **levels of questioning (pages 4-5 in packet)** to create thought-provoking literal, interpretive, and universal questions. 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.

### Discussion Questions:

### Sample Question Ideas:

- *What kinds of conflicts are the characters facing?*
- *What do you think about the way the author \_\_\_\_\_?*
- *What if \_\_\_\_\_ had happened instead?*
- *What would you have done had you been in this character's shoes?*
- *What did you think about this event?*
- *Did this surprise you? Why or why not?*
- *What do you think will happen next?*

### Questions that should be revisited the next time the group meets:

## Diction & Vocabulary Detective

Name:		Book:	
Group:		Pages:	

Your job is to carefully examine the diction (word choice) and vocabulary in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. Complete the graphic organizer below on the selected words, phrases, or passages. During the discussion, you can read the words, phrases, or passages yourself; ask someone else to read them; or have people read them silently before sharing your thoughts on it.

<b>Page #</b>	<b>Word/Phrase</b>	<b>Definition</b>	<b>Why did the author choose this word/phrase? What effect does it create in the passage?</b>

## Bridge Builder

Name:		Book:	
Group:		Pages:	

Your job is to build bridges between the events of the book and other people, places or events in the school, the community, world, or your own life. Look for connections between the texts, 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.

Event from Book	Types of Connections:	Connection
	<ul style="list-style-type: none"><li>• Text to self</li><li>• Text to text</li><li>• Text to world</li></ul>	

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Event from Book	Types of Connections:	Connection
	<ul style="list-style-type: none"><li>• Text to self</li><li>• Text to text</li><li>• Text to world</li></ul>	

<p><b>Predict what will happen as the book continues.</b></p>
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<p><b>Discuss a character's internal and/or external conflict, and the ways that conflict has influenced or will influence his or her actions.</b></p>
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## Reporter

Name:		Book:	
Group:		Pages:	

Your job is to identify and report on the key points of the assigned reading section. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. 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.

### **Setting**

(Consider shifts in the setting or mood that seem insignificant.)

### **Plot**

(Consider major events that occurred in the assigned section.)

### **Characters**

(Consider how characters interact and how characters have changed.)

## Artist

Name:		Book:	
Group:		Pages:	

Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other description. You can choose to illustrate a scene, an idea, a symbol, or a character. Consider how to use color in your illustration for effect. Write a ½ page reflection (staple to the back) that explains your graphic, symbolic connections, or connections between images and the literature. 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, then you may explain your illustration and answer any questions that have not been answered.