**Literature Circles**

Introduction

**Assessment:**

You will be assessed according to:

* the quality of your contributions to your lit circle discussion
* the extent to which you keep up with your responsibilities to your group
* the quality of your ideas presented in your group’s Lit Circle binder
* the quality of your group’s discussions

**Assignments:**

Your group must:

* hold each member accountable for work, contributions to discussion, and respectful participation
* rotate the assigned roles so that each member has a chance to experience each responsibility

**Reading Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Text** | **Pages**  (Sightlines 9) | **Discussion Date**  (Fill in each week) |
| **One** | **Noah’s Ark** | Old Testament  **Genesis 6.1 - 9.17** |  |
| **Two** | **Sentry**  by Fredric Brown | 292 - 293 |  |
| **Three** | **Lamb to the Slaughter**  by Roald Dahl | 10 - 18 |  |
| **Four** | **The Open Window**  by Henry Gilfond | 22 - 27 |  |
| **Five** | **The Execution**  by Alden Nowlan | 19 |  |

**Group Member Assignments and Responsibilities:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Member 1** | **Member 2** | **Member 3** | **Member 4** |
| **Name** |  |  |  |  |
| **One** | Discussion Director  Character Watcher | Connector  Story Tracker | Passage Finder  Travel Tracer | Illustrator  Vocabulary Viewer |
| **Two** | Illustrator  Vocabulary Viewer | Discussion Director  Character Watcher | Connector  Story Tracker | Passage Finder  Travel Tracer |
| **Three** | Passage Finder  Travel Tracer | Illustrator  Vocabulary Viewer | Discussion Director  Character Watcher | Connector  Story Tracker |
| **Four** | Connector  Story Tracker | Passage Finder  Travel Tracer | Illustrator  Vocabulary Viewer | Discussion Director  Character Watcher |
| **Five** | Discussion Director  Character Watcher | Connector  Story Tracker | Passage Finder  Travel Tracer | Illustrator  Vocabulary Viewer |

Discussion Director

Outline of Responsibilities:

Your role is to identify the most important parts of the assigned text and develop at least five questions your group will discuss. Your job is to make up and ask questions about the text, and then you and your group must discuss possible answers to your discussion questions. Don’t worry about small details because those are covered in the comprehension questions. Focus on major themes or big ideas in the text and your reaction to those ideas. Your job is to also keep the discussion focused throughout the presentation. Encourage your group members to respond in detail and stay on task. The idea is to create the types of questions that will make the other students in your group think carefully about what they read and to feel that they are part of the story. Some possible questions are:

* What do you think this text was about?
* Which part of the story brought out the strongest feelings?
* Was there anything in this part of the story that bothered or surprised you?
* If you could talk to the main character, what would you tell him or her to do?
* Do you agree with the main character’s actions? Why or why not?
* What emotions did you experience when reading the text?
* Did the text have any examples of irony, foreshadowing, or figurative language?
* What did you think was the major purpose or important idea (theme) of the text?
* What one question would you ask the author if you had a chance?
* What was the most important event of the text and why?
* What was the most important change that took place in the text? How and why did it happen?

Checklist for Discussion Director

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|  |  |
| \_\_\_\_\_\_ | I have at least 5 thought provoking questions for discussion **( √, √+,√-)** |
| \_\_\_\_\_\_ | My questions are not yes/no questions |
| \_\_\_\_\_\_ | I have anticipated responses for my questions to help guide the discussion **( √, √+,√-)** |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |

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Character Watcher

Outline of Responsibilities:

Your first role is to lead a discussion on the characterization of the main characters in the text. Create a chart with the character names and descriptions of each character. Remember that characterization can be direct or indirect:

**Direct Characterization:**

The author literally tells the audience what a character is like. This may be done via the narrator, another character or by the character.

**Indirect Characterization:**

The audience must infer for themselves what the character is like through the character’s thoughts, actions, speech (choice of words, way of talking), looks and interaction with other characters, including other characters’ reactions to that particular person.

Your role is to identify the most important characters of the assigned text and develop at least five character questions your group will discuss. Your job is to make up and ask questions about the text, and then you and your group must discuss possible answers to your discussion questions. Focus on major ideas in the text and your reaction to those ideas. Some possible questions for discussion:

* Who are the major characters in the text?
* What major conflicts do they face? How does this affect the story?
* What effect do the character actions have on the plot or the other characters?
* What changes – in description, personality, or motive for example – did you notice when you read?
* How would you describe the physical appearance of the main characters?
* How would you describe the personality of the main characters?
* Do the characters possess character traits that are believable?
* Does the main character develop, grow or change as a result of the incidents in the story? How?
* What are the strengths/weaknesses of the characters?

Checklist for Character Watcher

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | I have at least 5 thought provoking character questions for group discussion **( √, √+,√-)** |
| \_\_\_\_\_\_ | My questions are not yes/no questions |
| \_\_\_\_\_\_ | I have anticipated responses for my questions to help guide the discussion **( √, √+,√-)** |
| \_\_\_\_\_\_ | I have a detailed chart outlining the descriptions of the characters **( √, √+,√-)** |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
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Connector

Outline of Responsibilities:

Your role is to make at least five detailed connections with the text to encourage reading comprehension.

**Discuss how the reading section connects with:**

* Another section or book that you read, articles, movies, television, songs, or pieces of writing
* Your own life, past experiences, events at school or in the community, or similar events at other times
* Stories in the news
* People or problems in your life, school, or world
* Your prior knowledge learned in school or in your life

**Phrases that can lead to discussions of connections:**

This section reminds me of…

This part in the story made me think of…

I read another book that…

These chapters are different from…

I remember when…

After you have created and shared your connections, please create three questions to ask your group members.

**Discussion questions you might ask your group:**

* What does this section remind you of?
* Who do the characters remind you of?
* Have you experienced events similar to those in the novel?

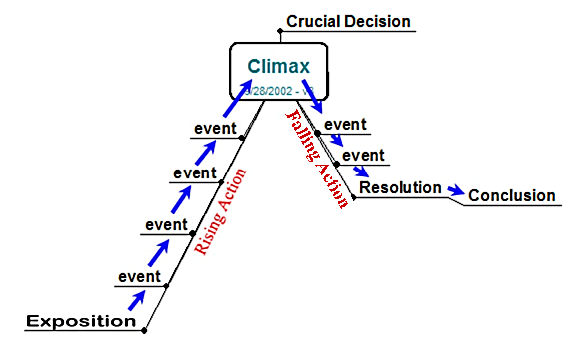
Checklist for Connector

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | I have at least 5 detailed connections for group discussion **( √, √+,√-)** |
| \_\_\_\_\_\_ | I have created three connection questions to ask my group members |
| \_\_\_\_\_\_ | My questions are not yes/no questions |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
| /9 |  |

Story Tracker

Outline of Responsibilities:

Your role is to use a plot graph to summarize the important events and ideas from the text. In the summary, limit the discussion to the most important plot events, key highlights, and major ideas. Note any changes in character, plot, tone or mood.



Questions **to consider** discussing:

* What are the most important events in the text?
* What makes them so important?
* What effect do these events have on the plot or the other characters?
* What changes – in plot, character, tone, or mood – did you notice?

Checklist for Story Tracker

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | I have a summarized plot graph with accurate details from the text **( √, √+,√-) x2** |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
| /10 |  |

Passage Finder

Outline of Responsibilities:

Your role is to find special sections of the text that you would like to re-read with the group. The point is to identify **5** interesting, funny, puzzling, or important paragraphs from the reading section. Discuss the reasons for choosing the passage with the group.

**Share** your passage with the group by:

* reading together orally as a group,
* reading it to the group, or
* asking a group member to volunteer to read the passage.

Examples of **reasons** for picking a particular passage:

* This was important because…
* The passage showed good description of setting or characters, colourful language, special technique for telling the story, etc…
* The passage highlighted symbolism, character, plot, mood, tone, conflict, irony, foreshadowing, etc….
* This was a fun way of saying …

Checklist for Passage Finder

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| --- | --- |
| \_\_\_\_\_\_ | I have chosen 5 significant passages to share and discuss in detail **( √, √+,√-)** |
| \_\_\_\_\_\_ | I used a variety of reasons for choosing a particular passage **( √, √+,√-)** |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
| /10 |  |

Travel Tracer

Outline of Responsibilities:

Your role is to describe the setting or settings in details. It is important that you help clarify where the characters are, where they have been, and where they are going if the setting changes. It is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn’t change much, the setting is still a very important part of the story.

* Support all of your descriptions with quotes from the text.
* Track where and when the action takes place.
* Describe each setting in detail so you can create a discussion with your group.
* You may include pictures of the setting to help clarify your description.

Checklist for Travel Tracer

|  |  |
| --- | --- |
| \_\_\_\_\_\_ | I described each setting in detail using quotes from the text **( √, √+,√-)** |
| \_\_\_\_\_\_ | I have discussed the changes in settings throughout the text |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
| /8 |  |

Illustrator

Outline of Responsibilities:

Your role is to draw a picture, story map, or other graphic organizer to show a main part of the text you have read. You can draw a scene in a cartoon sequence, or a single frame of a scene. You can draw a mind map or organizational tree to show how one person, place, or event relates to the others. Please have notes that discuss the illustration prepared in advance so you can explain your drawing to your group members. Please include the reason why you chose to illustrate the drawing.

* You can use a sketch, cartoon, chart, graphic organizer, or scene to show an event, relationship, character, mood, symbol, etc…
* Make a title for the illustration.
* DO NOT COPY DRAWINGS FROM THE BOOK OR THE INTERNET!
* Refer to the examples of diagrams and graphic organizers provided.

Checklist for Illustrator

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| --- | --- |
| \_\_\_\_\_\_ | The illustration is drawn neatly on a separate sheet of white paper **( √, √+,√-)** |
| \_\_\_\_\_\_ | The illustration is coloured/shaded/colour-coded |
| \_\_\_\_\_\_ | I have an explanation of what my illustration discusses **( √, √+,√-)** |
| \_\_\_\_\_\_ | I have reasons why I chose to illustrate the particular event |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
| /12 |  |

Vocabulary Viewer

Outline of Responsibilities:

Your role is to find difficult, puzzling, or unfamiliar words, expressions, or idioms in the reading section.

* Record the page number and paragraph number where the word or phrase is located.
* After reading, find the word in the dictionary or glossary, and write down the meaning of the word in the correct context from the text.
* Find a synonym or put the phrase in your own words to help further clarify the meaning.
* Discuss the words or phrases and their meanings and synonyms with the group.

Checklist for Vocabulary Viewer

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| --- | --- |
| \_\_\_\_\_\_ | I have selected 8 words or phrases and found their meanings using a dictionary or a reliable internet source **( √, √+,√-)** |
| \_\_\_\_\_\_ | I have found a synonym for each word and paraphrased the definition of phrases in my own words |
| \_\_\_\_\_\_ | **C** capital letters |
| \_\_\_\_\_\_ | **O** overall organization |
| \_\_\_\_\_\_ | **P** punctuation |
| \_\_\_\_\_\_ | **S** spelling and sentence structure |
| /8 |  |

**Literature Circle Reflections**

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

Text Title and Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflection Statements** | **√+** | **√** | **√-** |
| I brought all required materials to the Literature Circle discussion (text, Literature Circle Workbook, pencil/pen, paper). |  |  |  |
| I completed my assigned reading before the meeting. |  |  |  |
| I prepared **thoughtful** and **complete** role discussions. |  |  |  |
| I shared the roles I was responsible for with enthusiasm and confidence. |  |  |  |
| I asked questions to clarify my understanding of the text and/or to help me better understand others’ ideas. |  |  |  |
| I was a careful and caring listener, giving my complete attention to other group members when they were speaking. |  |  |  |
| I **actively and respectively** responded to other group members’ ideas. |  |  |  |
| **Total: /21** | | | |

What was an important contribution you made to the discussion today that was not prepared in your role assignment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was an important idea or explanation expressed by someone else during the discussion?

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What was your favorite part of the discussion today?

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Teacher Comments:

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