

Name: _____

Literature Circles

Discussing what we read in with a literature circle group helps us to make sense of what we have read, form new ideas, think critically and creatively, and connect with others.

Each week you will read a section of your group's assigned novel. You will complete a literature circle task as you read and you will post your finished task on Edmodo. Each week you will also post responses to other group members posts.

After finishing the novel you will begin working on a final project that demonstrates your comprehension and analysis of the novel.

Literature Circle Schedule

Due Wednesday: Complete the reading up to the page that your group has decided on. As you read you should work on the draft of your literature circle assignment for that week.

Due Thursday: Post a good copy of your literature circle assignment on Edmodo.

Due Friday: Answer each question posed by your group's discussion director on Edmodo. Respond to the posts of at least two other group members.

Fill out your schedule during week one. Make sure that each group member has their own copy. Post a copy on the class website.

- 1) Put your name at the top of one of the columns below. This will be your reading group schedule. Each group member should choose a different column.
- 2) Decide how much your group will read each week. Try to divide up the reading evenly so that you will be finished the novel by week 6. Write the chapter or page number that you will have completed in the reading goal column.
- 3) Look over the list of Final Assignments. Start thinking about which you would like to do. Decide whether you want to work on your own or with a group.

	<u>Reading Goal</u>						
Week 1		Discussion Director	Connector	Biographer	Word Wizard	Passage Picker	Summarizer
Week 2		Summarizer	Discussion Director	Connector	Biographer	Word Wizard	Passage Picker
Week 3		Passage Picker	Summarizer	Discussion Director	Connector	Biographer	Word Wizard
Week 4		Word Wizard	Passage Picker	Summarizer	Discussion Director	Connector	Biographer
Week 5		Biographer	Word Wizard	Passage Picker	Summarizer	Discussion Director	Connector
Week 6		Connector	Biographer	Word Wizard	Passage Picker	Summarizer	Discussion Director

Final Project Due date: _____

Name: _____

General Criteria

- Use full sentences. Use correct spelling, punctuation, capitalization and grammar.
- Responses to other members posts should be at least two full, thoughtful sentences. One or two word sentences like "I agree" or "Good post" don't count.
- Be thoughtful and detailed when completing your job. Responses should be based on your own thoughts and opinions, not copied from others.
- Read instructions carefully. Follow the instructions for your weekly assignment.
- Have your weekly job completed on time.
- Keep up with your group's reading but don't read ahead.

DISCUSSION DIRECTOR

Asks five discussion questions about the week's reading. These should be "open" questions designed to provoke discussions. Not "quiz" style questions with only one possible answer. For example:

- What might happened if...?
- How is like?
- Do you agree with... why or why not?
- What feelings did you have when ...?
- What do you think is the most important moment in this part of the book?
- If you were what would you do in this situation?
- If the story were to continue, what do you think might happen next?

Responding: Answer the discussion director's question in a thoughtful way. Your answer should be a minimum two full sentences and should be detailed enough to fully answer their question. For example, your responses might start with "I thought..." "I wondered..." "I felt..." "I predict..."

WORD WIZARD

Good readers develop new vocabulary as they read. Your job is to pick at least five new vocabulary words from this week's reading that are:

- Unfamiliar to you - but you can figure them out from the story (context clues)
- Used in an unusual way - have to look them up (name of a country, person, etc)
- Interesting describing words
- Hard to say or sesquipedalian words
- Puzzling to you

Your task for **each word** requires four parts

1. Write the sentence where this word is found. Include the page number.
2. Guess what you think this word means based on how it is used in the story. If you already know what the word means, write a definition using your own words.
3. Write the dictionary definition for this word. If this word has more than one meaning, choose the correct definition based on how the word is used in the story.
4. Make up a sentence that correctly uses this word.

Responding: Make up your own sentence that uses some of the words that the word wizard chose or choose your own word from the reading and follow the four steps above.

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CONNECTOR

Good readers make connections between important ideas in the story and their own lives, the lives of others or other books. You may wish to make connections between characters, settings, or problems in real life, or in other books. You may make comparisons to other authors or works of art.

For your connector post write about three connections (4-5 sentences each) that you made while thinking about the weeks reading. Explain what type of connection you made:

- Text-to-self connections --> How does this relate to my feelings, my experiences?
- Text-to-text connections --> Have I read something like this in another book? Is this book similar to another by the same author? Does this remind me of a scene in a movie or TV show?
- Text-to-world connections --> How is this similar to what has been happening in the news? How is this similar to an event that's happened in history?

Responding: Elaborate on the connections that the connector has made, explain whether you agree or disagree or share one connection of your own.

Biographer

Choose an important character from the novel and summarize everything we know about them.

- What is their role in the story? Why are they significant?
- Describe their personality. Are they a good character or a bad character?
- Has their appearance been described in the story? What do they look like?
- What is their back-story? What has happened to this character in the past?
- Describe their motivations? Why do they do what they do?
- What does the future hold for this character? Predict what will happen to this character later in the story.

Responding: Elaborate on the character description that the biographer has written. Do you agree or disagree with what they wrote? Add any details that they may have missed.

Passage Picker

Choose a passage from the reading (1-4 sentences) that you found to be well written, thought provoking or significant to the story. Write down the passage and include the page number. Write about why you like this passage. Your post might answer some of the following:

- Why did you choose this passage?
- What is going on at this part of the story?
- What descriptive words did the author use in this passage?
- Why is this passage important to the story?
- In what way did the author use powerful language?
- How did you feel when you read this passage?

Your post should be a minimum of six full sentences **OR** three full sentences and one detailed illustration that fits with the passage that you chose.

Responding: Talk about how this passage makes you feel. Do you agree that this passage is significant to the story? Choose another passage from the weeks reading to share and describe why you chose it.

Summarizer

Summarize what you read this week using ten full sentences. Try to include the most important events from this section of reading. Keep your summary of events in the order in which they occurred.

Responding: Write about which events you think are most significant. Talk about what you liked or didn't like in this week's reading. Make predictions about what might happen next.

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Marking Criteria

Weekly Post and Responses:

	<u>Not Meeting Expectations</u>	<u>Approaching Expectations</u>	<u>Meeting Expectations</u>	<u>Exceeding Expectations</u>
Writing	Several errors with language, punctuation, capitals or spelling.	A few errors with language, punctuation, capitals or spelling.	At most one or two errors with language, punctuation, capitals or spelling.	No errors with language, punctuation, capitals or spelling.
	One or two word responses.	Point form responses.	Full sentences.	Elaborate, well worded sentences.
Reading Comprehension	Demonstrates little understanding of the reading.	Demonstrates some confusion about the reading.	Demonstrates a general understanding of the reading.	Demonstrates an excellent understanding of the reading
Contributing to the Discussion	Offers no new opinions.	Offers few new opinions.	Offers some insightful opinions.	Offers insightful and thoughtful opinions.
	Makes no connections to the text.	Makes limited connections to the text.	Makes connection to the text.	Makes strong connections to the text.
	Doesn't ask questions.	Asks few questions.	Will occasionally ask thoughtful questions.	Asks thoughtful questions that extend beyond the text.
Following Criteria	Very late on readings, weekly task or responses.	Slightly late on readings, weekly task or responses.	Completed readings, weekly task and responses on time.	Finished early and helped other group members.
	Followed only a few weekly task instructions.	Followed most weekly task instructions.	Followed all weekly task instructions.	Followed and surpassed all weekly task instructions.
	Answered few discussion director questions. Did not responded to others posts.	Answered some discussion director questions and responded to at least one other post.	Answered discussion director questions and responded to two other posts.	Answered discussion director questions and responded to several other posts.
Grade:	<i>I</i>	<i>C-</i> <i>C</i>	<i>C+</i> <i>B</i> <i>A</i>	
Mark /10	<i>Redo</i>	5 6	7 8 9 10	

Novel Study Final Project:

	<u>Not Meeting Expectations</u>	<u>Approaching Expectations</u>	<u>Meeting Expectations</u>	<u>Exceeding Expectations</u>
Creativity	Overly simple or copied	Unoriginal, plain, uninteresting	Somewhat unique, somewhat interesting	Creative, unique and interesting
Assignment Requirements	Project meets few of the requirements from the assignment sheet.	Project meets some of the requirements from the assignment sheet	Project meets most of the requirements from the assignment sheet	Project meets all requirements from the assignment sheet
Neatness	Project is messy and disorganized	Project looks as if it was completed at the last minute	Project is mostly neat and orderly	Project is neat and orderly
Connection to Novel	The connection between the novel and the project is not explained	The connection between the novel and the project is weak	The connection between the novel and the project is evident when the student explains	The connecton between the novel and the project is clearly evident
Evidence of Reading	It is evident that the student has not finished the novel	The project provides evidence that the student has read some of the novel	The project provides some evidence of the student' s having read the novel	The project provides ample evidence of the student's having read the novel
Effort	The project shows little effort and planning	The project shows some effort and planning	The project shows good effort and planning	The project shows great effort and planning
Grade:	<i>I</i>	<i>C-</i> <i>C</i>	<i>C+</i> <i>B</i> <i>A</i>	
Mark /40	<i>Redo</i>	20 24	28 32 36 40	

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Final Project Options

Choose any combination of projects that adds up to **40 marks**

40 mark assignments:

Create a newspaper about the entire novel that includes such things as classified ads, obituaries, news items, sports articles, cartoons, etc.

Create a board game in which the game pieces represent the characters and the board shows the plot sequence/main events of the entire novel. This must include rules and be “playable”. You might want to consider games like Life, Monopoly, Clue, or Taboo.

Re-write the entire novel in comic book form. You should remain true to any physical or setting descriptions.

Keep a diary from a main character’s point of view (your gender doesn’t matter). This should include her/his thoughts & feelings, actions, and significant events from the entire novel. (Minimum 10 detailed diary entries)

Write a series of letters that 2 main characters in the novel might have written to one another during the course of the entire novel. (Minimum 10 letters)

Make puppets, finger puppets or masks representing the main characters of the novel. Then, act out the plot of the entire novel for the class.

Do several pieces of art about the novel. Be sure to include the major themes and characters. These should be accompanied by written pieces explaining them.

Create a Power Point Presentation/Book Report. This should include a minimum of 15 slides, which have clipart, animations, & sounds. The following information must be included: title, author, main characters, minor characters, protagonist(s), antagonist(s), setting, conflict, 3 major events, conflict, & resolution. You will present the presentation to the class.

20 Mark Assignments:

Use iMovie to create a book trailer for this novel.

Write 10 poems/songs that you feel say something about the theme, mood, characters or settings of the novel. Explain why you selected or wrote each poem/song.

Write a new ending for the story, a new adventure for the main character, or the beginning of a sequel. The tone and format should be the same as the original novel. If you get rid of old characters, then tell what happened to them; if you invent new characters, then describe them. This should be at least pages long.

If the novel you read was made into a movie, then watch the movie. Write a 2 page essay comparing and contrasting the book and the movie. Why do you think they are different? Which one did you like best?

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10 Mark Assignments

Make paper dolls of the main character(s). Research the types of clothing worn during the era (if the story is set in a different time period) or check for clothing descriptions in the book and make a wardrobe for them. The dolls and their garments should be true to the physical descriptions given in the book.

Select a character from the book. Then select 10 quotations from the text that you feel reveals the character's personality. You must explain what each quotation/sentence tells you about the character. You must also tell which page the quotation/sentence came from.

Select one of the characters in the novel and imagine what would happen if you brought her/him to your school or to your home for a day. You should consider things like: how would s/he fit in with the other students/family members; how might s/he react to the rules, teachers/parents, assignments/chores, etc.; how would s/he dress & how would people react to that; what might s/he find interesting? This may either be written from your point of view or from the character's point of view.

Create a tri-fold brochure or pamphlet with drawings, pictures, and text that advertise or promote something in the novel.

Select a character from the novel and "interview" her/him. What kinds of things would you like to ask her/him & how would s/he respond? Write this up in an interview format.

Make a "wanted" poster for one of the main characters. Give a physical description & picture, what s/he has done, what the reward is, and who to contact. Also indicate whether s/he is wanted dead or alive.

Write a book review for the novel. Briefly outline the main characters, setting, plot, and theme. Also tell whether or not you would recommend this novel to someone your own age and specify who might enjoy it.

Compare and contrast two of the main characters from the book. You may use a Venn diagram for this, but you must explain what makes the characters different from one another and how they are similar.

Research the author of the novel. Tell where s/he is from, where s/he went to school, where s/he lives now, her/his family, etc. You should also include the names of other books that s/he has written, what awards/honors s/he has received. This must be in your own words.

Draw a map of where the story takes place. Label all of the places that were important in the story. Write 1 page about how the places were used in the novel.

Write an obituary or a eulogy for one character in the novel. Give all the pertinent information-- birthplace, schooling, accomplishments, career, etc. How do you think that person would want to be remembered?

If the story takes place in an actual city/town, research the setting. Where is located? Climate? Population? Main language & religion? Provide a map of the place & surrounding areas. How many miles is it from your home? Include a map showing how you'd travel to get there from where you live. Tell what mode of transportation you'd use to get there.

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DISCUSSION DIRECTOR

Asks five discussion questions about the week's reading. these should be "open" questions designed to provoke discussions. Not "quiz" style questions with only one possible answer. For example:

- What might happened if...?
- How is like?
- Do you agree with... why or why not?
- What feelings did you have when ...?
- What do you think is the most important moment in this part of the book?
- If you were what would you do in this situation?
- If the story were to continue, what do you think might happen next?
- What would you do if....

Pages Read: _____

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

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WORD WIZARD

Your job is to pick at least five new vocabulary words from this week's reading that are unfamiliar to you, used in an unusual way, interesting describing words, hard to say or puzzling to you.

1. Write the sentence where this word is found. Include the page number.
2. Guess what you think this word means based on how it is used in the story. If you already know what the word means, write a definition using your own words.
3. Write the dictionary definition for this word. If this word has more than one meaning, choose the correct definition based on how the word is used in the story.
4. Make up a sentence that correctly uses this word.

Word #1: _____ **Page:** _____

1) Sentence from the novel: _____

2) What do you think this word means? _____

3) Dictionary definition: _____

4) My own sentence with this word: _____

Word #2: _____ **Page:** _____

1) Sentence from the novel: _____

2) What do you think this word means? _____

3) Dictionary definition: _____

4) My own sentence with this word: _____

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Word #3: _____ **Page:** _____

1) Sentence from the novel: _____

2) What do you think this word means? _____

3) Dictionary definition: _____

4) My own sentence with this word: _____

Word #4: _____ **Page:** _____

1) Sentence from the novel: _____

2) What do you think this word means? _____

3) Dictionary definition: _____

4) My own sentence with this word: _____

Word #5: _____ **Page:** _____

1) Sentence from the novel: _____

2) What do you think this word means? _____

3) Dictionary definition: _____

4) My own sentence with this word: _____

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CONNECTOR

For your connector post write about three connections (4-5 sentences each) that you made while thinking about the weeks reading. Explain what type of connection you made:

- Text-to-self connections --> How does this relate to my feelings, my experiences?
- Text-to-text connections --> Have I read something like this in another book? Is this book similar to another by the same author? Does this remind me of a scene in a movie or TV show?
- Text-to-world connections --> How is this similar to what has been happening in the news? How is this similar to an event that's happened in history?

First Connection: _____

Type of connection: Text to Text Text to Self Text to World

Second Connection: _____

Type of connection: Text to Text Text to Self Text to World

Third Connection: _____

Type of connection: Text to Text Text to Self Text to World

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Summarizer

Summarize what you read this week using ten full sentences. Try to include the most important events from this section of reading. Keep your summary of events in the order in which they occurred.

Pages summarized: _____

Summary of important events:

1) _____

2) _____

3) _____

4) _____

5) _____

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6) _____

7) _____

8) _____

9) _____

10) _____

