

## Literature Circles

- Students choose their own reading materials—engagement
- Groups read different books –differentiation
- Groups meet on a regular schedule to discuss their reading
- Discussion topics come from the students
- Group meetings aim to be open, natural conversations about books, so personal connections, digressions, and open-ended questions are welcome
- The teacher serves as a facilitator, not a group member or instructor
- Evaluation is by teacher observation and student self-evaluation
- When books are finished, readers share with their classmates, and then new groups form around new reading choices.
- Communication skills and personal responsibility improve.

## Best Books on Lit Circles

[Mini-Lessons for Literature Circles](#) by Harvey Daniels

[Literature Circles](#) by Harvey Daniels

## Sites for more info

<http://www.englishcompanion.com/pdfDocs/litcirclepacket.pdf> Jim Burke provides a 9 page pdf of handouts for students to use in Literature Circles. These define and address various roles for the students.

<http://www.npatterson.net/reading.html>

[http://www.saskschools.ca/curr\\_content/elemelasup/grade5/lesson\\_act/mysterylessonnplans.pdf](http://www.saskschools.ca/curr_content/elemelasup/grade5/lesson_act/mysterylessonnplans.pdf) an excellent pdf of 27 pages that can be used as a whole unit on Lit Circles.

<http://printables.scholastic.com/printables/detail/?id=35719> This pdf or image for SmartBoards is an excellent piece to use in Lit Circles or any novel study.

An entire unit for High School literature circles from Scholastic.

<http://printables.scholastic.com/printables/detail/?id=35719>

# Literature Circle Lessons

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(Book Title)

**Student name:** \_\_\_\_\_

**Due** \_\_\_\_\_

## Grades

**This booklet** *10 assignments @ 20 points each* = **200 points**

**Group discussion observations** = **25 points**

**Book Project** = **25 points**

**Membership Grid:** *Each time you meet, a different member of the group needs to ask a question.*

*Write the date and question on the far left column This will help your group get to know each other and respond to either personal information or information about the book. One person should record the answers in grid.*

Topics	Group Members				
Date: Question:					
Date: Question:					
Date: Question:					
Date: Question:					
Date: Question:					

**Calendar:** *To be completed with group members on first day to divide the reading*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Book Pass Select book</p>	<p>Meet with group for Literature Circles</p> <p><b>Complete</b>  <b>1. Membership grid</b>  <b>2. Friendliness and</b>  <b>support page</b>  <b>3. calendar for</b>  <b>dividing the book</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p><b>Complete prediction</b>  <b>Chart</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p><b>Complete Grid</b>  <b>Question</b></p> <p><b>Group Agreement</b>  <b>on what to do...</b></p> <p><b>Reader Response #1</b></p> <p><b>TURN IN BOOKLET</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>
<p><b>Complete Grid</b>  <b>Question</b></p> <p><b>Illustration page</b>  <b>Share with others</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p><b>Elements of Fiction</b>  <b>Page</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p><b>Complete Grid</b>  <b>Question</b></p> <p><b>Character résumé</b></p> <p><b>TURN IN BOOKLET</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>
<p><b>Complete Grid</b>  <b>Question</b></p> <p><b>Save the Last Word</b>  <b>for Me page</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p><b>Complete Grid</b>  <b>Question</b></p> <p><b>Final Five Vocab</b></p> <p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p>Read Pages_____</p> <p>Enter Words on VOCAB sheet</p>	<p>Finish book</p> <p><b><i>Prepare</i></b>  <b><i>Book Project</i></b></p> <p>Book Project and this booklet due _____</p>

## **Friendliness and Support**

Complete this with your group. What does it look and sound like when people are supporting one another in their learning?

**Looks Like**

**Sounds Like**

# Predictions

After looking at the book and reading it just a little make a few predictions and a few reasons for believing why you do. Where possible, write page numbers.

## Prediction

*Ex. The main character will be John Dunbar and he is going to have to make a major decision about what he believes in. Dunbar will be a rugged, tough guy.*

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1.

2.

3.

## Reasons

*Ex. Big picture of a man on the front cover along with the phrase "battle with himself was just the beginning." Back cover mentions name. Guy in photo looks rugged.*

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## **Group Agreement On What To Do With Those Who Don't Read**

## **Reader Response #1**

<b>Response to the reading</b>	<b>Questions</b>
<b>Important Passage</b>	<b>Connection to my life or world around me</b>



## Elements of Fiction

<b>Setting</b>	
<b>Main character</b>	
<b>Other main character(s)</b>	
<b>Minor characters</b>	
<b>Conflict (man vs man / man vs nature / man vs society, etc.)</b>	
<b>Flashbacks or foreshadowing</b>	
<b>Examples of figurative language</b>  <b>Simile</b> <b>Metaphor</b> <b>Personification</b> <b>Hyperbole</b> <b>Imagery</b> <b>Alliteration</b>	

**Illustration-** *interpret a significant scene from the reading so far. Include a quote that represents the scene. You can use a separate sheet of paper and create on the computer or with cutouts, etc.*

# CHARACTER RESUME

Character Name: \_\_\_\_\_

The person I most admire is:

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My favorite television program is:

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One thing I do very well is: \_\_\_\_\_

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If I had \$100 I would \_\_\_\_\_

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Something I really want is \_\_\_\_\_

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Sometimes I worry about \_\_\_\_\_

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An important goal for me is \_\_\_\_\_

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## **Important Read Aloud**

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Choose an important section of the book to read aloud. Min. 2 paragraphs. Write your reasons for choosing this section before meeting with your group. When you meet with the group read your section aloud and then allow each person to say why they think it is significant. Finish by explaining why you chose to read that section.

**Reference** *use sticky notes to write some of these responses as you read so that you are prepared for discussion*

## Questions and responses to use for discussions

1. What questions do you have as you read?
2. The setting seems important because...
3. (Name a character) surprised me when...
4. A really good description is...
5. This writer's style of writing is...
6. This reminds me of...
7. The best part of this section was...because...
8. I predict \_\_\_\_\_ will happen...
9. I want to know more about...
10. These pages were boring because...
11. The conflict in this section is....
12. I can relate to (name a character) because...
13. What's your favorite part of the book so far?
14. Based on what we've read, how do you think it's going to end?
15. Who is your favorite character? Why?
16. What do you think the author thought about or experienced to write this book?
17. How do you feel about the story now compared to when we first started reading it?
18. What advice would you give each of the characters?
19. If this book were made into a movie, how would the story need to be changed?
20. If this story were made into a movie, how would you cast the characters?

### How you will be observed and graded

Skills	Group members					Points
	Bob	Tom	Suzy	Jan	Ralph	
Support and friendliness						
Cites passages						
Came prepared						
Starts discussions						
Follow-up questions						
Encourages participation/ sharing opinions						
<b>TOTAL</b>						

**Notes:**

## Vocabulary from the text

[illegible]

# FINAL FIVE

Pick the five words from the vocabulary list that were most common in the group. Complete this page using those same five words.

	Word:	Word:	Word:	Word:	Word:
Define w/pos					
draw					
Synonym					
Antonym					
Use in a NEW sentence					

# Final Book Project

As a group decide on **one** of these following projects and be prepared to present it to the class as part of your grade.

1. Make a **video or do a live performance** of MASTERPIECE BOOK REVIEW, a program which reviews books and interviews authors. (You can even have audience participation!) 7-10 minutes
2. Create a **newspaper** for your book. Summarize the plot in one article, cover the weather in another, do a feature story on one of the more interesting characters in another. Include an editorial and a collection of ads that would be pertinent to the story. Photos (drawings)also necessary.
3. Rewrite (condense and summarize) the story for younger children in **picture book** form. Min 20 pages
4. Make **laminated bookmarks** for each student in the class. Include the title of the book, author, drawing or art significant to the book, brief summary, a significant quote or excerpt, and each group member's comments about the book.
5. Prepare a **book talk**. Talk to the class about your book by saying a little about the author, explain who the characters are and explain enough about the beginning of the story so that everyone will understand what they would be about to read. Create a BOOK POSTER which illustrates important scenes from the book. Finally, read an exciting, interesting, or amusing passage from your book. Stop reading at a moment that leaves the audience hanging and add "If you want to know more you'll have to read the book." If the book talk is well done almost all the students want to read the book. 10 minutes.
6. Write and perform an **original song** that tells the story of the book. Include your opinions of the book as well. 3-5 minutes.