

Literature Circle Sequence

Phase 1

Teacher Initiated -
Teacher Directed

Characteristics:

- ♦ Teacher forms reading groups (based on student preference)
- ♦ Teacher determines reading assignment
- ♦ Students read section and complete assignment packet before meeting
- ♦ Groups meet at different times
- ♦ Teacher leads circle discussions
- ♦ Teacher evaluates progress



Phase 2

Teacher Initiated -
Student Directed

Characteristics:

- ♦ Teacher forms reading groups (based on student preference)
- ♦ Teacher determines reading assignment
- ♦ Students read section and complete assignment packet before meeting
- ♦ Groups meet at the same time
- ♦ Students lead circle discussions
- ♦ Students evaluate own progress



Phase 3

Student Initiated -
Student Directed

Characteristics:

- ♦ Students form their own reading groups
- ♦ Students determine reading assignment
- ♦ Students read section and complete role sheet before meeting
- ♦ Groups meet at the same time
- ♦ Students lead circle discussions
- ♦ Students evaluate own progress

Discussion Director

Name _____

Meeting Date _____

Book _____

Assignment - P _____ to P _____

Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list your questions before, during, or after your reading. Or you may use some of the general discussion questions below to develop topics for your group.

Possible discussion questions or topics for today:

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

Sample Questions:

Can anyone summarize this section briefly?

What was going through your mind as you read this?

Did anything in this section of the book surprise you?

Predict some things that you think will happen next.

How did you feel while reading this part of the book?

What are the one or two most important ideas in this section?



Self Evaluation - Rate yourself on a scale of 1 to 5.

How well did you prepare?

How well did you participate?

What grade do you think you deserve? _____ Why? _____

Literary Luminary

Name _____

Meeting Date _____

Book _____

Assignment - P _____ to P _____

Your job is to locate a few special selections of the text that your group would like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth hearing, and then jot plans for how they should be shared. You can read them aloud yourself, ask someone else to read them, or have people read silently and then discuss.

Location:

Reasons for Picking

Plan for Sharing

1. Page _____

Paragraph _____

2. Page _____

Paragraph _____

Possible reasons for picking a passage to be shared:

Important ✦ Funny ✦ Surprising ✦ Confusing ✦ Informative

Controversial ✦ Well-written ✦ Thought-Provoking

Meaningful ✦ Poetic Language ✦ Powerful



Self Evaluation - Rate yourself on a scale of 1 to 5.

How well did you prepare?

How well did you participate?

What grade do you think you deserve? _____ Why? _____

Role sheets developed by Laura Candler (<http://home.att.net/~candlers/resources.htm>)

Based on roles found in *Literature Circles: Voice and Choice in the Student-Centered Classroom* by Harvey Daniels.

Word Wizard

Name _____ Meeting Date _____

Book _____ Assignment - P _____ to P _____

Your job is to be on the lookout for words that may be unusual, puzzling, or unfamiliar. Try to figure out their meaning from the context clues around the words. Look up the words in a dictionary and discuss them with an adult. Write a definition in your own words. Make sure that you understand the words before you meet with the group! Lead your group through a discussion of the words and their meanings.



Word	Page	Best Guess	Dictionary Definition

Self Evaluation - Rate yourself on a scale of 1 to 5.

How well did you prepare?

How well did you participate?

What grade do you think you deserve? _____ Why? _____

Connector

Name _____

Meeting Date _____

Book _____

Assignment - P _____ to P _____

Your job is to find connections between the book your group is reading and the world outside. This means connecting it to your own life, to happenings outside school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author.

Some connections I found between this reading and the world outside were:

1. _____

2. _____

3. _____

Possible kinds of connections:

- ◆ Happenings at school
- ◆ World events
- ◆ Problems you have experienced
- ◆ Similar books or authors
- ◆ Subjects studied at school



Self Evaluation - Rate yourself on a scale of 1 to 5.

How well did you prepare?

How well did you participate?

What grade do you think you deserve? _____ Why? _____

Illustrator/Mapper

Name _____

Meeting Date _____

Book _____

Assignment - P _____ to P _____

Your job is to draw some kind of picture or thinking map related to the selection. You can draw a sketch, cartoon, diagram, or any kind of graphic organizer. You can illustrate something that's discussed specifically in the book or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Make your illustration on another sheet of paper and attach it to this one before handing in this assignment.

Presentation Plan: Show your illustration without comment to others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the last word: tell them what your picture means, where it came from, or what it represents to you.



Comments to share with your group (reasons why you drew that illustration, what it means to you, what part of the story it represents, etc.):

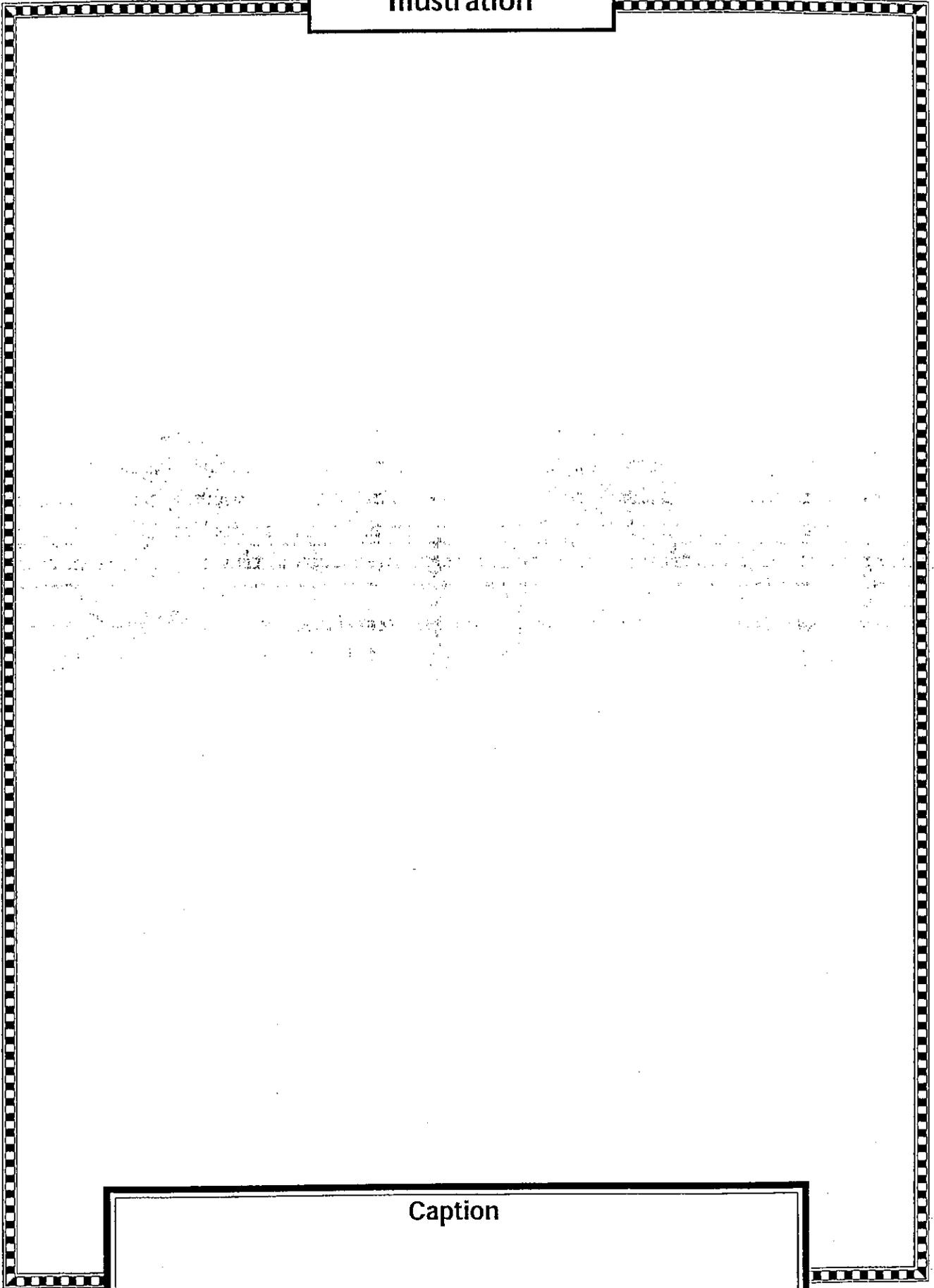
Self Evaluation - Rate yourself on a scale of 1 to 5.

How well did you prepare?

How well did you participate?

What grade do you think you deserve? _____ Why? _____

Illustration



Caption

Name _____

Title _____

Lesson	Chapters	Page #s	Due Date	Grade / Comments
1				
2				
3				

Lesson Directions

1. Read!

Read the entire selection before completing the rest of the assignment.

2. Summarize.

Write a summary of the selection. Be sure to include a sentence about each chapter or main event. This is your opportunity to show that you read the entire section.

3. Select Vocabulary Words.

Select 5 words that you do not know or don't know well. Write the page of your novel where you found each word. Based on the context clues around the word you picked, try to guess the meaning of that word. Then look up the word and write only the definition which seems to fit the way it is used in the novel. Don't write every definition of the word!

4. Write Questions and Answers.

Think about the important points of the selection. Write 3 questions which allow you to demonstrate your understanding and interpretation of the material. Then answer your questions in complete sentences. (You will be given the "teacher" question in class.)

5. Complete the Graphic Organizer.

Complete the graphic organizer or Thinking Map as discussed in class. Ask for help if you don't understand what to do.

6. Illustrate!

After you have finished the book, illustrate your favorite part.

Questions

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

3. Question: _____

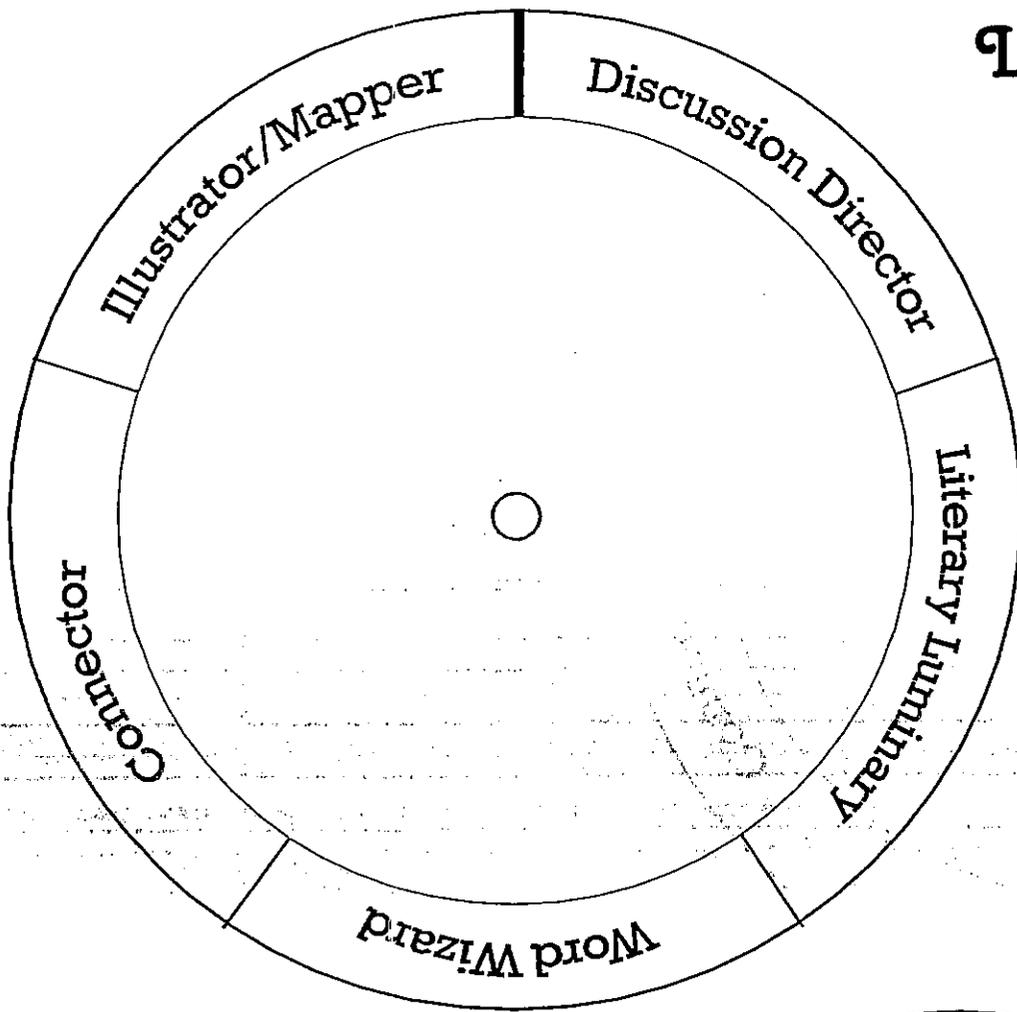
Answer: _____



Teacher Question: _____

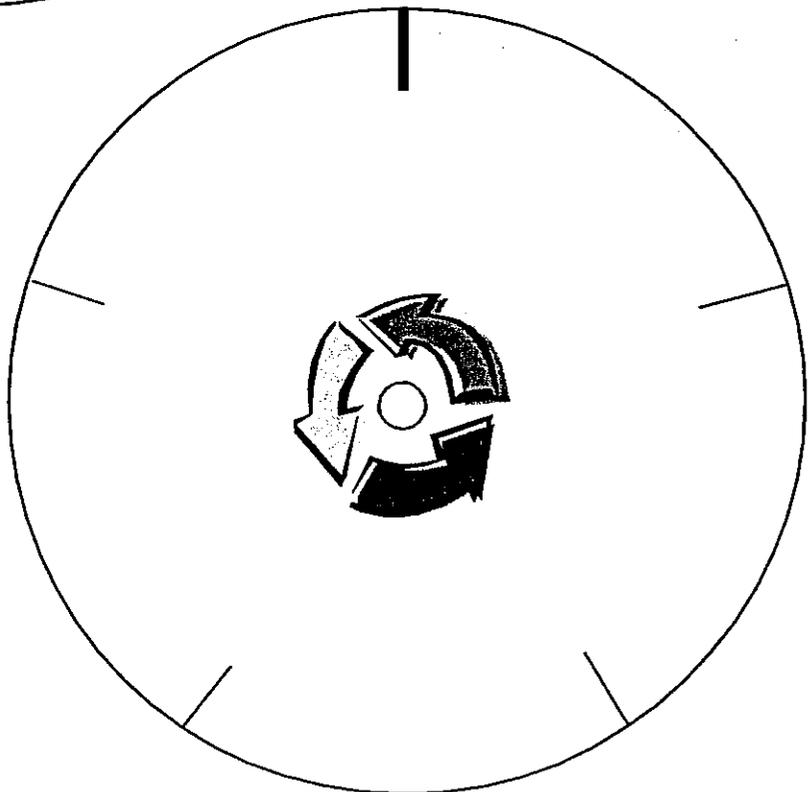
Answer: _____

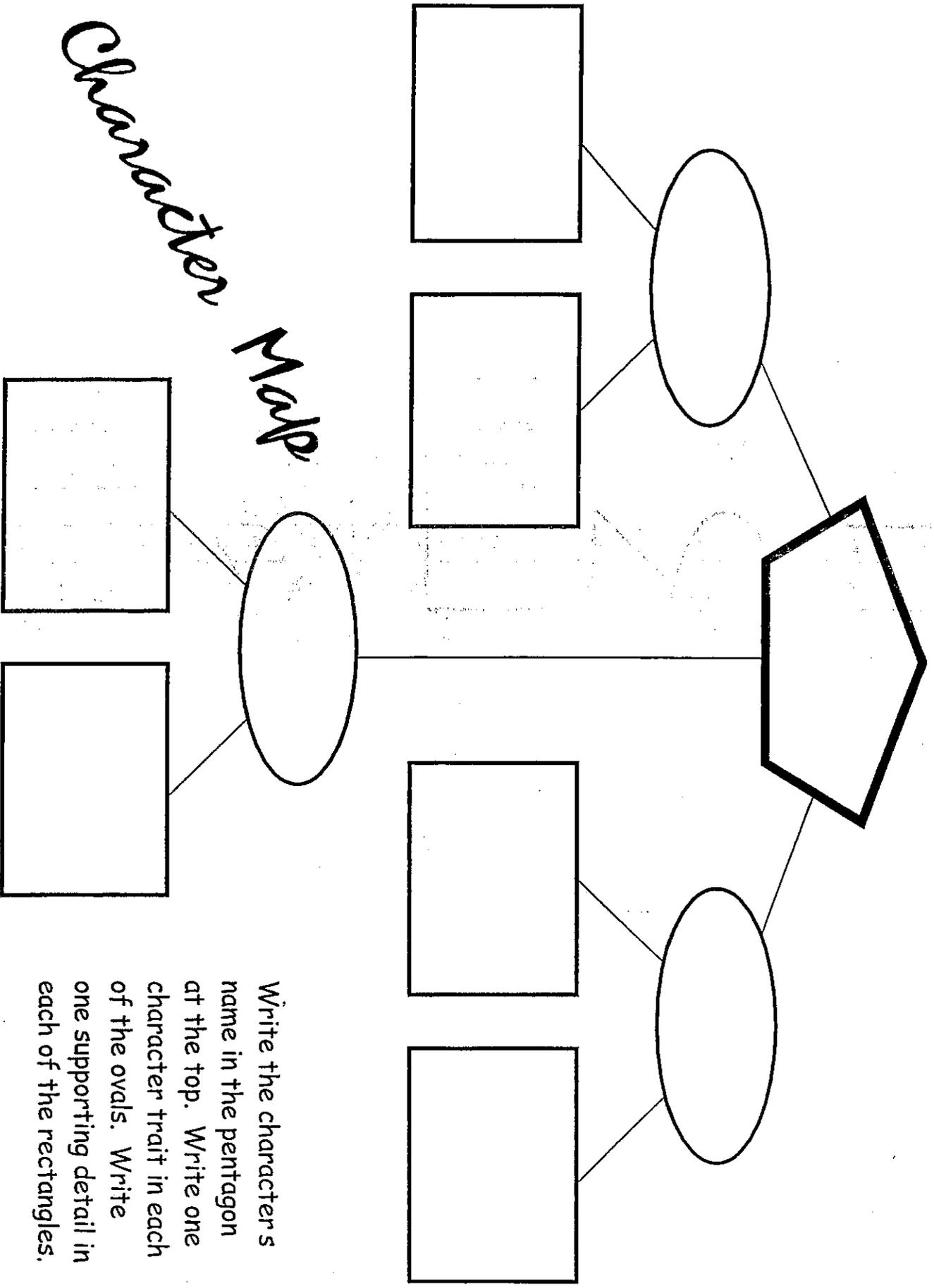
Literature Circle Role Finder for teams of Five



Directions:

Cut out both circles. Place the small circle over the large circle and fasten with brass paper fastener. Small circle should turn freely. Write the name of each team member on one section of the small circle. Students turn the dial to determine their new role for each meeting.

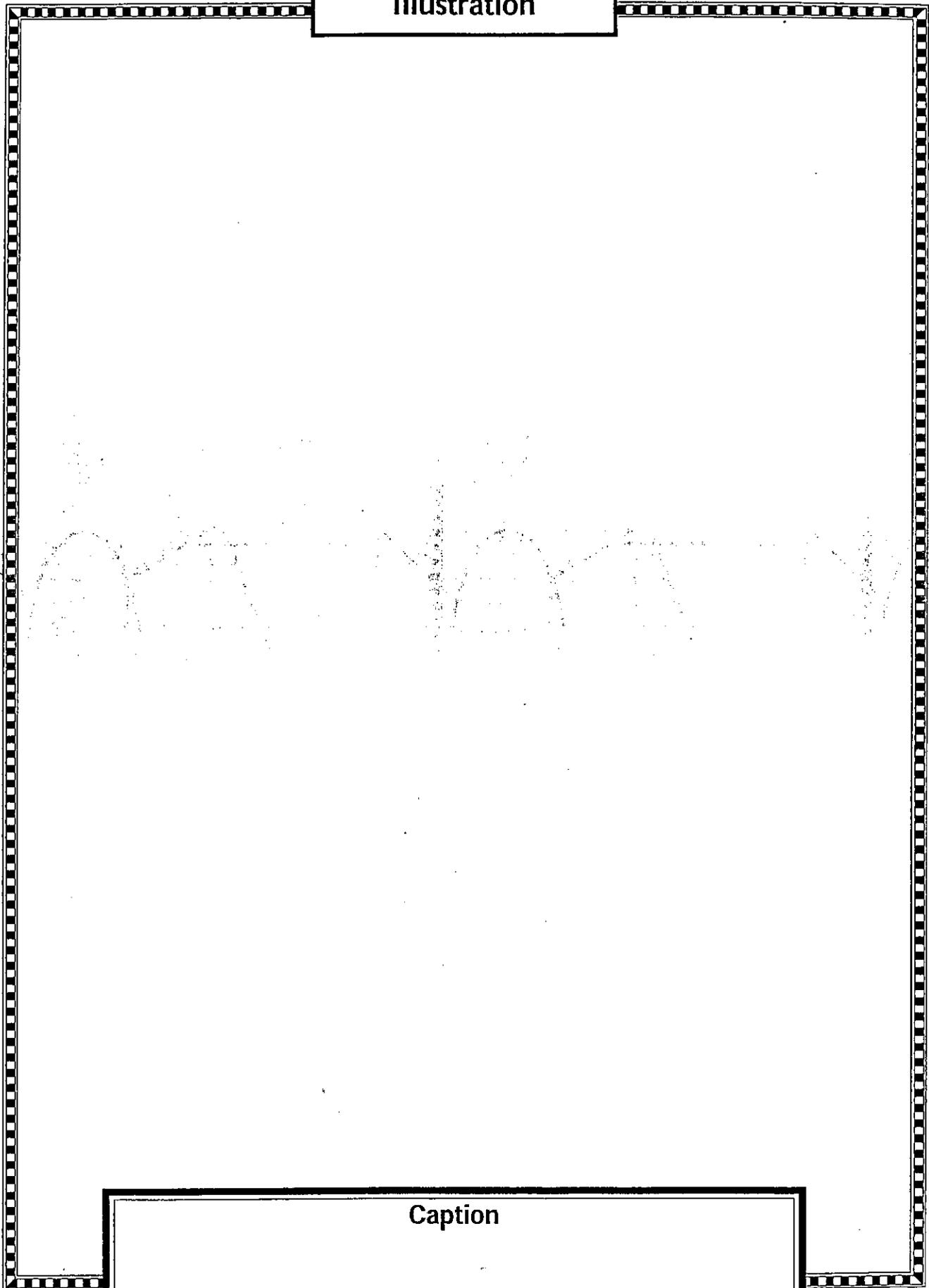




Character Map

Write the character's name in the pentagon at the top. Write one character trait in each of the ovals. Write one supporting detail in each of the rectangles.

Illustration



Caption