

Friday, January 22, 2010

Literature Circles

Today, students began reading one of three new novels in class (From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg; Holes by Louis Sachar; and The Phantom Tollbooth by Norton Juster). Each day in class, students will be given time to silently read, and then on the following day, they will be meeting in their Literature Circle groups to discuss the previous day's readings. Each day students will be given 30 minutes to meet with their groups and 60 minutes to complete the readings and responsibilities. If students do not finish the required reading or responsibility, they are expected to take the book home and read and complete it as homework, but then they need to bring the book back to class the following day. (This can be counted as minutes read for the weekly reading log.) **It is important that all students come prepared every day with their book, the chapters read, and responsibilities completed.** Listed below are the schedules for reading the three novels. Students need to have the specific chapters read and responsibilities completed **BEFORE** the beginning of class on the specific dates.

	<u>Mixed Up Files</u>	<u>Holes</u>	<u>Phantom Tollbooth</u>
Mon. 1/25	chapter 1	pages: 3-20	9-31
Tues. 1/26	chapter 2	pages: 21-51	32-57
Wed. 1/27	chapter 3	pages: 52-71	58-79
Thurs. 1/28	chapter 4	pages: 72-91	80-100
Fri. 1/29	chapter 5	pages: 92-123	101-126
Mon. 2/1	chapter 6	pages: 127-144	127-159
Tues. 2/2	chapter 7	pages: 145-159	160-183
Wed. 2/3	chapter 8	pages: 160-181	184-210
Thurs. 2/4	chapter 9	pages: 182-206	211-236
Fri. 2/5	chapter 10	pages: 207-233	237-256

DISCUSSION DIRECTOR

Date: _____

Title of your book: _____

Assignment: pg. _____ to pg. _____

Discussion Director: 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, which you can list below, during or after your reading. Or you may use some of the general questions below to develop topics for your group. Try to avoid yes/no questions.

Write your questions here.

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

Sample Questions:

- What was going through your mind while you read this?
- How did you feel while you were reading this part of the book?
- Can someone summarize briefly?
- What was discussed in this section of the book?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- Predict what you think might happen next.

From *Literature Circles: Voice and choice in the student-centered classroom* by Harvey Daniels.
Stenhouse Publishers, York, ME.

LITERARY LUMINARY

Date: _____

Title of your book: _____

Assignment: pg. _____ to pg. _____

Literary Luminary: Your job is to locate a few special sections 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 the passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

Location	Reason for Picking
1. Page _____ Paragraph _____	_____
2. Page _____ Paragraph _____	_____
3. Page _____ Paragraph _____	_____
4. Page _____ Paragraph _____	_____
5. Page _____ Paragraph _____	_____

Possible reasons for picking a passage to be shared:

Important
Surprising

Informative
Controversial

Funny
Confusing

Well written
Thought-provoking

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WORD WIZARD

Date: _____

Title of your book: _____

Assignment: pg. _____ to pg. _____

Word Wizard: Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across some familiar words that stand out somehow in the reading - words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Mark these special words too, and be ready to point them out to the group. When your Lit. Circle meets, help members find and discuss these words.

Page # &
Paragraph

Word

Definition

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CONNECTOR

Date: _____

Title of your book: _____

Assignment: pg. _____ to pg. _____

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at 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. There are no right answers here - whatever the reading connects you with is worth sharing!

Record the connections you made here.

1. _____

2. _____

3. _____

4. _____

Ideas to think about:

- Does anything in this part of the story remind you of your own life?
- Could anything similar to this happen at your school or in your neighborhood?
- Does this story remind you of any similar events at other times or places?
- Does this remind you of any other people or problems?
- Does this remind you of any other stories you have read?

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ILLUSTRATOR

Date: _____

Title of your book: _____

Assignment: pg. _____ to pg. _____

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, etc. It is up to you. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you get from the reading. Any kind of drawing or graphic is okay - you can even label things with words if that helps.

Create your vision on another piece of paper that will be displayed on (or near) the bulletin board after your Lit. Circle discussion. If you want to do it on something other than paper, that is fine. **NO "CLASSROOM" PENCILS PLEASE!!!**

Presentation plan: When the discussion Director invites your participation, you may show your picture without comment to the 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 comes from, or what it represents to you.

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