

Lit Circle Meeting Directions
and Role Sheets

DO NOT WRITE ON
THESE PAPERS

You will complete your assignment on
your own sheet of paper.

The Discussion leader and Reporter will
collect all materials, staple them together
and turn them in.

Discussion Topics for Literature Circles


Respond to a part of the book that . . .

- Makes you laugh
- Makes you wonder
- Surprises you
- You don't understand
- Has interesting words
- Reminds you of another book
- Reminds you of something that has happened in your life
- Makes you sad or upset
- Was your favorite part



In all cases, cite the text!

Reading Response Questions

Q -Type	Sample Questions
<p>Asking for Basic Facts</p> 	<ul style="list-style-type: none"> → When did Sally run away from home? → What did Tom say to Mary when she came home late? → Who found the gold ring? → Where did the story take place? → What was the name of the main character?
<p>Making Predictions</p>	<ul style="list-style-type: none"> → What do you predict will happen next? Why? → What might David do next? Why? → Who do you predict will find the missing necklace? Why? → Where do you think Jason will go now? Why? <p><i>You must explain why you make a certain prediction!</i></p>
<p>Explaining Why or How</p>	<ul style="list-style-type: none"> → Why did the detective hide the evidence? → What is the reason Sandra gave away Brenda's secret? → What caused Sara to feel guilty? → How did Tom find his way out of the forest? → Why did Ronald say that he knew the answer when he didn't?
<p>Making Connections or Comparisons</p>	<ul style="list-style-type: none"> → How are these characters alike and different? → How is this book like another you have read? → How is this character like yourself? → Have you ever felt the same way as this character? → How can you connect the events in the story with something in your own life?
<p>Giving Opinions</p>	<ul style="list-style-type: none"> → Why do you think Angelica warned Latoya about the poisoned apple? → Do you think Brian should have given the note to Shonda? Would you have behaved in the same way? → Did you like the ending of the story? Why or why not? → Who is your favorite character? Why?



Discussion Director

Reading for meaning is a collaborative process. As we discuss with others we deepen our own understanding of the story. Your job is to write down five open-ended questions on a separate sheet of paper to lead your group in a discussion of what they have read.

Sample of open-ended questions:

1. What might have happened if...?
2. How is ... like ...?
3. Do you agree with... why or why not?
4. What feelings did you have when ...?
5. What do you think is the most important moment in the story?
6. If the story were to continue, what do you think might happen next?

Create your own interesting questions. Avoid factual, one right answer questions. Often those questions start with who, what, when, where and why.

HOW TO PRESENT THE QUESTIONS TO YOUR GROUP

1. Write down at least five good discussion questions on a clean sheet of paper.
2. Ask one question at a time and try to get as many responses from your group as possible.
3. Do not let one person dominate the group. Everyone should participate.
4. Encourage everyone to address their comments to each other, not just to you, the Discussion Leader.
5. After the discussion is complete, write down some of the opinions that you found interesting.

Name: _____ Reading Selection: _____

Discussion Leader

Responsibilities: Make sure the discussion runs smoothly

1. Reporter
2. Diction Detective
3. Discussion Leader's Questions
4. Bridge Builder
5. Artist (if you have one)
6. Chat about the book:
 - If you have extra time, talk over questions like the following:
 - How did you feel while reading the book?
 - Did anything in this section surprise you?
 - What was the most exciting, interesting, funny, or confusing part? Would someone like to read that paragraph or section aloud?
7. Wrap Up:
 - Ask students to make predictions about what will happen next.
 - Make sure everyone knows what the reading assignment is for the upcoming due date.
8. Read Aloud: Start your next selection together

Group Members: _____

Name: _____ Reading Selection: _____

Bridge Builder: Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the character's internal and external conflicts and the ways that these conflicts influence his or her actions.

Connection	Quote " _____ " (Last name, Pg #)	Analysis
Text to Text Text within text Text to Self Text to World		
Text to Text Text within text Text to Self Text to World		
What Happened Before What Might Happen		
Character's Internal Conflict Character's External Conflict	Character:	
Conflict that influences Actions	Character:	
What other connections did your group make?	Group Member: _____ Connection: _____	Group Member: _____ Connection: _____

Group Members: _____

Name: _____ Reading Selection: _____

Diction Detective: Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate? (Refer to Activity 1.3 for tone words.)

Quote " _____ " (last name, Pg #) Words, Phrases, Passages	Why did you select this word, phrase or passage?	<ol style="list-style-type: none"> 1. What are your thoughts on why the author selected the words, phrase or passage? 2. What is the author trying to say? 3. What tone do the words indicate (SB 1.3) 	What are your group's thoughts on the words, phrases, and/or passages?

Group Members: _____

Name: _____ Reading Selection: _____

Discussion Leader

Discussion Leader: Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of Levels of Questioning to create thought-provoking interpretive and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day's discussion.

Question #1: Level:

Group Answer:

Question #2: Level:

Group Answer:

Question #3: Level:

Group Answer:

Question #4: Level:

Group Answer:

Group Members: _____

Discussion Director's Notes
(to be done WITH your literature group - in class)



Directions: After presenting your questions, write down each team member's most memorable responses to a question.

Team Member 1

Team Member 2

Team Member 3

Team Member 4

Name: _____ Reading Selection: _____

Reporter

Reporter: Your job is to identify and report on the key points of the reading assignment. Make a list or write a summary that describes how the setting, plot, and characters are developed in this section of the book. Consider how characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.

Reading Assignment: _____

Summary: 4+ Sentences

Part of Plot Diagram: _____

How do the characters interact?

Major Event:

Shifts in Setting/Mood:

Group Members: _____

Lit Circle Grading Sheet Book: _____ Reading Selection: _____

Reporter	Summary has 4+ sentences	1 2 3 4	Part of Plot Diagram	Yes No	Character's Interaction Full Sentence?	Yes No	Major Event has a detailed description?	Yes No	Skills in Setting or mood has a detailed description?	Yes No	Points
Discussion Detective	Quotes	1 2 3 4	Parenthetical Documentation	1 2 3 4	Why did you select this word, phrase, or passage? Are there responses from each team member?	1 2 3 4	1: Thoughts? 2: Author Saying? 3: Tone?	1: 1 2 3 4 2: 1 2 3 4 3: 1 2 3 4	Groups thoughts?	1 2 3 4	/28
Discussion Leader	Are all 4 questions "discussion Questions?"	1 2 3 4	Group Answers	1 2 3 4	Internal Conflict or External Conflict	1 2 3 4	1. Discussion Leader 2. Reporter 3. Discussion Detective 4. Bridge Builder 5. Artist	1: Yes Somewhat No 2: Yes Somewhat No 3: Yes Somewhat No 4: Yes Somewhat No 5: Yes Somewhat No			/22
Bridge Builder	Connection Type: 1- TTW TTW TTW TTW 2- TTW TTW TTW TTW	Quote w/ PD 1- Yes No 2- Yes No Analysis (com-contrast) 1- Yes No 2- Yes No	What happened before? Or What might happen?	Quote w/ PD 1- Yes No Analysis (com-contrast) 1- Yes No	Internal Conflict or External Conflict	Quote w/ PD 1- Yes No Analysis (com-contrast) 1- Yes No	Conflict that Influences Actions Quote w/ PD Yes No Analysis (com-contrast) Yes No	Group Connections Member: _____ Connection Yes No Member: _____ Connection Yes No			/16
Do you have an Artist? Yes No	Illustration	Strong Effort Medium Effort Low Effort	Caption	Yes No	Questions or Comments from every member?	1- Yes No 2- Yes No 3- Yes No 4- Yes No					/12
Total											/90

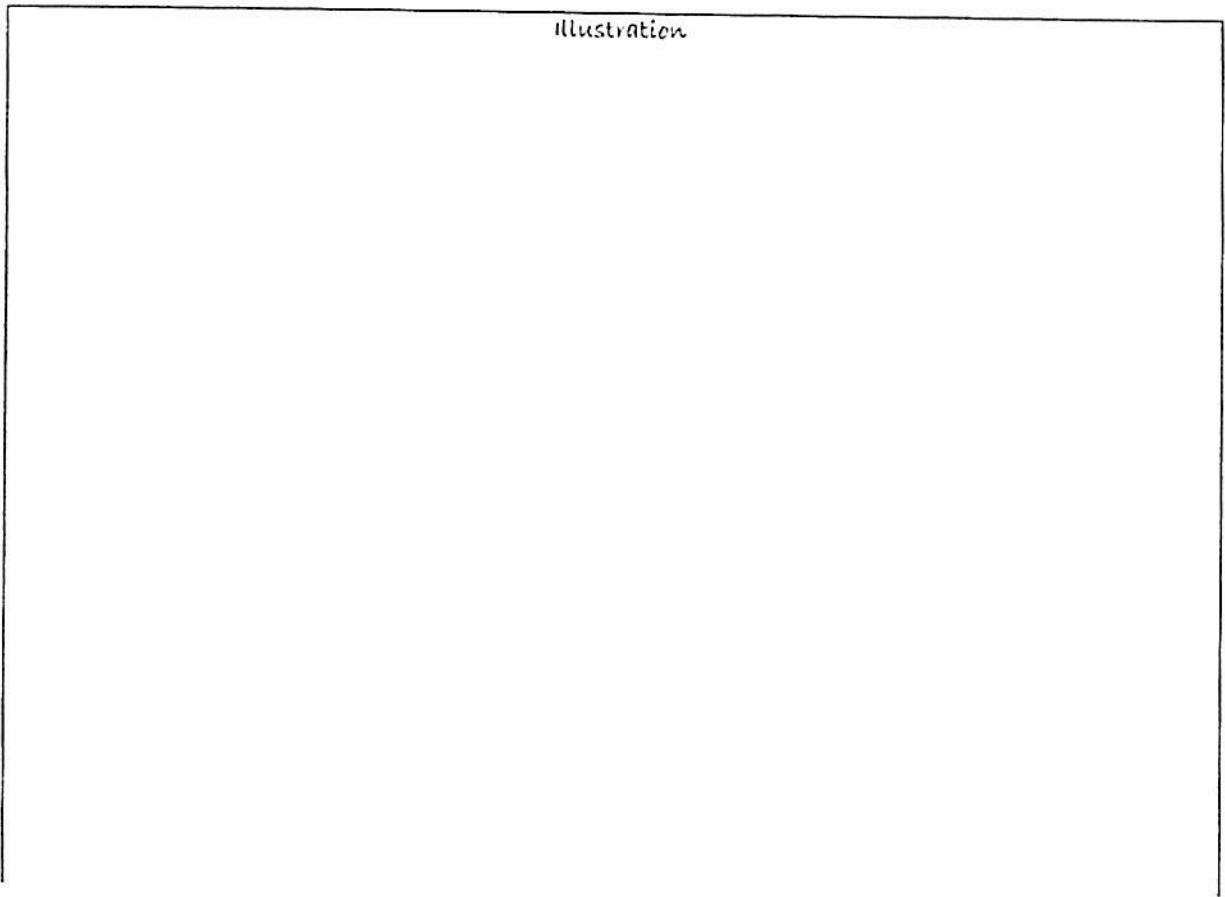
Note: please write missing or helpful information about the lit circle discussion.

Reporter: _____
 Discussion Detective: _____
 Discussion Leader: _____
 Bridge Builder: _____
 Artist: _____

Discussion Leader
 I agree with this Grading sheet
 Initials:

Name: _____ Reading Selection: _____

Artist: Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. It can be of a scene, an idea, a symbol, or a character. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, then you may explain your picture and answer any questions that have not been answered.



Illustration

Caption

1. Have your group make a comment or ask a question.
2. Explain your picture and answer any questions that have not been answered.

Group Members: _____

Name: _____ Reading Selection: _____

Artist

Group Member: _____

Comment or Question (must answer your own question "I think....") 3+ Sentences:

Group Member: _____

Comment or Question (must answer your own question "I think....") 3+ Sentences:

Group Member: _____

Comment or Question (must answer your own question "I think....") 3+ Sentences:

Group Member: _____

Comment or Question (must answer your own question "I think....") 3+ Sentences:

Group Members: _____