ENGLISH

Literature Circles

NAME: ____________________________

NOVEL: __________________________

The 5-8 Project – Supporting Literacy and Numeracy across Years 5 to 8
Scottsdale Cluster; Author: Sherri Rainbow
What is a literature circle?
In literature circles, small groups of students gather together to discuss a piece of literature in depth. The discussion is guided by students' response to what you have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles provide a way for you to engage in critical thinking and reflection as you read, discuss, and respond to a book. Collaboration is at the heart of this approach. Literature circles can help you to understand what you are reading through structured discussion and extended written and artistic response. Literature circles encourage you to take more responsibility for your own reading and thinking about text.

How will the literature circle work?
Once you have negotiated with me about which novel you are reading, I will spend some time talking to your group about the structure of the literature circle. You will be spending one double lesson and the single lesson focusing on your novel (during the other double lesson we will be doing whole class work).

You will be responsible for reading the novel yourself (ie you will not be reading out loud to each other in a small group). You will need to make use of both class time and homework time to complete the reading.

When you meet as a group it will be to have your conversation and discussion about the book. This is essentially what a literature circle is! It will also be important that you do not read ahead, as this will spoil the circle work, for both you and others. Each week as a group, you will negotiate where you will need to read up to in preparation for the circle.

While you will be able to take responsibility as a group for negotiating exactly how you work, it will most likely be that you will spend the double lesson working more as an individual to do your reading and prepare for the literature circle meeting. You will be assigned a specific role for each meeting, so you will need time to prepare for this and think about what you want to discuss. In the single lesson you will meet and have your circle and there will be an opportunity for you to take on different roles each week.

What are the roles for the literature circle?
During each literature circle a person takes on each of the following roles:

- Discussion Director
- Connector
- Illustrator
- Passage Picker
- Word Master
- Summariser.

**NB:** You will most likely have an opportunity to take on each role once as we read your novel and meet with your group. There is a recording and preparation sheet for each role in this booklet; you will need to use this to support you as you take on each role.
My responsibility each week:

- To read up to the agreed chapter/page before the literature circle meeting
- To write about my thinking and reflection in my journal
- To prepare for my specific role in the literature circle meeting (e.g., discussion director, summariser etc)
- To write a short reflection about each circle after the meeting using the recording sheet in the booklet.
- To work independently and take responsibility for managing my own learning.

Planning/Overview

Use this sheet to help you keep track of what you need to be doing each week.

<table>
<thead>
<tr>
<th>DATE OF MEETING</th>
<th>NEED TO READ UP TO</th>
<th>MY ROLE</th>
<th>NOTES</th>
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STICKY NOTES!

A useful strategy as you read, is to use sticky notes to record your thinking, make brief notes and highlight things you may want to come back to either in your journal and/or the literature circle. e.g., this could be a great quote or a new word that you want to find out more about. *(Make sure that you collect some sticky notes from me, to use as you read).*
Elements of a good discussion

You will find the literature circle more enjoyable and get more from this if you have some agreements in your group about how things need to work. I will talk to you more about this, but these are some good tips for what an effective circle and a good discussion should look and sound like.

<table>
<thead>
<tr>
<th>Discussion Elements</th>
<th>Looks Like</th>
<th>Sounds Like</th>
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<tbody>
<tr>
<td><strong>Active Listening</strong></td>
<td>Eyes on speaker</td>
<td>Speakers voice only</td>
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<tr>
<td></td>
<td>Hands empty</td>
<td>Paying attention</td>
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<tr>
<td></td>
<td>Sit up</td>
<td>Appropriate responses</td>
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<tr>
<td></td>
<td>Mind is focused</td>
<td>Voices low</td>
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<td></td>
<td>Face speaker</td>
<td>One voice at a time</td>
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<tr>
<td><strong>Active Participation</strong></td>
<td>Eyes on speaker</td>
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<tr>
<td>(respond to ideas and share feelings)</td>
<td>Hands to yourself</td>
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<tr>
<td></td>
<td>Hands empty</td>
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<tr>
<td></td>
<td>Talking one at a time</td>
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<tr>
<td></td>
<td>Head nodding</td>
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<tr>
<td><strong>Asking Questions for Clarification</strong></td>
<td>Listening</td>
<td>Positive, thoughtful questions</td>
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<tr>
<td></td>
<td>Hands empty</td>
<td>Polite answers</td>
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<tr>
<td><strong>Piggybacking Off Others' Ideas</strong></td>
<td>Listening</td>
<td></td>
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<tr>
<td></td>
<td>Paying attention</td>
<td>Positive talking</td>
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<td></td>
<td></td>
<td>Wait for people to finish</td>
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<tr>
<td><strong>Disagreeing Constructively</strong></td>
<td>Nice looks</td>
<td>Positive responses</td>
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<td></td>
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<td>Quiet voices</td>
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<td></td>
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<td>No put downs</td>
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<tr>
<td><strong>Focused on Discussion</strong></td>
<td>Eyes on speaker</td>
<td>Speaker's voice only</td>
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<tr>
<td>(body posture and eye contact)</td>
<td>Hands empty</td>
<td>Appropriate responses</td>
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<td></td>
<td>Sit up</td>
<td>Voices low</td>
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<td></td>
<td>Face speaker</td>
<td></td>
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<tr>
<td></td>
<td>Mind is focused</td>
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<tr>
<td><strong>Supporting Opinions with Evidence</strong></td>
<td>One person talking</td>
<td>One voice</td>
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<td></td>
<td>Attention on the speaker</td>
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<tr>
<td><strong>Encouraging Others</strong></td>
<td>Prompt people to share</td>
<td>Positive responses</td>
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<tr>
<td></td>
<td>Ask probing questions</td>
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<td>Give positive feedback</td>
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Here are some ways that you could politely and respectfully change the direction of the discussion:

- Excuse me …
- I’d like to add …
- I disagree …
- I agree because …
- I don’t understand what you mean …
- I’m confused about …
- That’s an interesting idea, but I think…

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Discussion Director

Book……………………………………………………………………….pg…..to pg…..

➢ Develop a set of questions for your group to discuss about this part of the book.
➢ Help people talk over the "big ideas" in the reading and share their reactions.
➢ Direct the discussion by asking each member to share what their role was and what they came up with.
➢ At the end of the meeting, work with the group to complete the Literature Circle Daily Report and then pass it to your teacher at the end of the lesson.

Possible discussion questions or topics

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Here are some ideas for possible questions....

• Who is the audience for this story? Why do you think that?
• If you had been ………………., how would you have…………….
• How did you feel about……………….? Why did you feel that way?
• What would your parents, friends etc say about…………….? 
• If you had the power to………….. what would you do, and why?
• How would the story have been changed if the author had not let……………..happen?
• What did this part of the book make you think about?
• Was there anything challenging or confronting about this part of the book?
• Predict what will happen in the next part of the book.

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Making Connections

There are three kinds of connections we may make when reading:

<table>
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<tr>
<th>Type of Connection</th>
<th>Description</th>
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<tbody>
<tr>
<td>Text-to-self</td>
<td>Connections that readers make between the text and their past experiences or background knowledge. This could include when we have had similar experiences or feelings to a character or characters in the book.</td>
</tr>
<tr>
<td>Text-to-text</td>
<td>Connections that readers make between the text they are reading and another text, including books, poems, songs etc. This could include things like setting, character/s, storyline or genre.</td>
</tr>
<tr>
<td>Text-to-world</td>
<td>Connections that readers make between the text and the bigger issues, events, or concerns of society and the world at large. This is when we see similarities between what we are reading and things that happen in the real world.</td>
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</tbody>
</table>

- Make notes below of any connections you may make from the passage you have just read.
- Indicate what kind of connection it is by writing TS, TT, or TW and make some notes explaining your thinking.
- Ask other members of the group to share any connections they may have made.
Illustrator

Select a scene and portray it visually in your own way. e.g. an illustration or a labelled diagram, mind map or a story map.

Use clear language to write a caption that describes your illustration.

Be prepared to talk about your illustration and why you chose to illustrate this part of the story. Make some notes to help prepare you for this.

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**CAPTION**

**NOTES**
Choose 3 passages to share with the group.

Here are some ideas for why you might pick a passage.

The passage could be

- well-written
- funny
- thought-provoking
- confusing
- surprising
- confronting

or it could have good dialogue, set a mood or show a trait in a particular character.

Be prepared to share your passages with the group.

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<tr>
<th>Passage 1</th>
<th>Page………… paragraph………..</th>
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<tr>
<td>Why did you pick this passage?</td>
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<th>Passage 2</th>
<th>Page………… paragraph………..</th>
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<tr>
<td>Why did you pick this passage?</td>
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<th>Passage 3</th>
<th>Page………… paragraph………..</th>
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<td>Why did you pick this passage?</td>
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Word Master

Note and clarify any words that you are unsure of the meaning of.

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<thead>
<tr>
<th>Word</th>
<th>Page &amp; Paragraph</th>
<th>Definition</th>
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Choose one word that interests you and complete a word map for it. Be prepared to share it with the group.

- Put the definition into your own words
- What are some words that have a similar meaning?
- Use the word in a sentence
- Draw the word

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Summariser

Make a list of the key (important) points in the part of the story you have just read.

- Here are some starters to help you
- The main point the author is making is
- In my own words, the story is about
- The most important idea in this section/story is
- Another name for this story/chapter could be
- At this point, the story is mostly about
- The whole point of this story/chapters is
- If I had to explain this part of the story to someone else, I would say

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EXTRA NOTES
Ideas for Literature Response Questions

Your opinions
- How did you feel about this story? Would you recommend it to someone else? Why or why not?
- What do you think was the best part of the story? Why?
- What was the theme or the author’s message? What parts in the story helped you to figure this out?
- How might the story be different if it had happened in another place or even in a different time period?
- Do you think this story is relevant or could be relevant to your life? How?

Author questions
- Would you like to read any other books by this author? Why or why not?
- What was the theme or the author’s message? What parts in the story helped you to figure this out?

Character questions
- If you had been the main character in this story, would you have acted differently? Explain why or how.
- Do any of the characters change in the story? What caused them to change?
- Choose a character and explain how you are different or the same as them.
- If you could trade places with one of the characters, which one would it be, and why?
- Was there a character you didn’t like? Explain why you didn’t like them.

General questions
- A new ending for this story could be……...
- A new title for this book could be……
- If I had the power to……… I would……… because…………….
Journal

You will need to keep a journal as you read as a way of tracking your thinking and ideas. Remember, that this is not a polished piece of writing; it is your thoughts and reflections as you read. Try to keep your focus on your responses, rather than retelling the story.

Journal entry

Date: _______________           Read up to page: _____________

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New or unfamiliar words

Ideas for discussion, questions for circle
Journal entry | Date: ____________ | Read up to page: ____________

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Reflection on Literature Circle

DATE OF MEETING: ___________________  MY ROLE: ___________________

1. What did I do well during our literature circle today? (e.g. asked good questions, listened actively, responded to others, supported my ideas using the book, took a risk, compared the book to my life or other books) Give specific examples.

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2. What could I do better next time? What are some of my goals for the next literature circle?

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3. As a result of the discussion today, record any new thoughts or ideas about the novel. How has the discussion challenged or extended your thinking?

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