

Literature Circles Role Sheet

Summarizer*

Name _____ Circle _____

(group's name)

Book _____

Meeting Date _____ Assignment Pages _____ to _____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key point, main highlights, and general idea of today's reading assignment. Refer to the language of the Plot Chart.

Summary:

Key Points:

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

Plot Chart: Where are we in the plot? Predict what is next.

Topic to be carried over to the next session: _____

Assignment for next session: Pages _____ to _____

*Adapted from *Literature Circles: Voice and Choice in the Student-Centered Classroom* by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham, Ontario, 1994.

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Literature Circles Role Sheet

Discussion Director*

Name _____ Circle _____

(group's name)

Book _____

Meeting Date _____ Assignment Pages _____ to _____

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. Do not use yes/no questions. Consider Socratic Seminar type questions. You can list them below during or after your reading. These are not yes or no questions. YOU ARE RESPONSIBLE FOR THE GROUP'S ANALYSIS OF THE CHARACTERS, CONFLICT, PLOT AND THEME. Think like a teacher!

Possible discussion questions or topics for today

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

Sample Verbs to use in your questions

explain interpret outline discuss distinguish predict restate translate describe
solve show use illustrate construct complete examine classify
analyze distinguish compare contrast investigate categorize identify explain separate
judge select choose decide justify debate verify argue recommend assess discuss rate
prioritize determine

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Literature Circles Role Sheet

Connector*---Current Events; Real-World Connections

Name _____ Circle _____

(group's name)

Book _____

Meeting Date _____ Assignment Pages _____ to _____

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, happenings at school or in the community, **similar events at other times and places, or other people or problems that this book brings to mind**. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects *you* with is worth sharing but it needs to be **specific** and REAL. No broad generalizations. **This is for people who read, who know/love history, and/or who are up with current events.**

Some connections I found between this reading and other people, places, events, authors:

1. _____

2. _____

3. _____

4. _____

Topic to be carried over to the next session: _____

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Literature Circles Role Sheet

Vocabulary Enricher*

Name _____ Circle _____

(group's name)

Book _____

Meeting Date _____ Assignment Pages _____ to _____

Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today's reading. Your job is to either A) 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 from some other source. OR B) Choose familiar words that stand out somehow in the reading – words that are repeated a lot, are used in an unusual way, or **provide a key to the meaning of the text.** Mark these special words, and be ready to point them out to the group. Think, if I had to choose a word from this section, what would that word be and why? When your circle meets, help members find and discuss these words.

Page No. & Paragraph	Word	Definition (if unfamiliar) or connection if significant

Topic to be carried over to the next session: _____

Assignment for next session: Pages _____ to _____

**Choose one vocabulary word, and on the back complete a vocabulary illustration for that word. Write the word, draw an illustration that best represents that word and use the word in context.*

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Literature Circles Role Sheet

Travel Tracer*

Name _____ Circle _____

(group's name)

Book _____

Meeting Date _____ Assignment Pages _____ to _____

Travel Tracer: When you are reading a book in which characters move around often and the scene changes frequently, it is important for everyone in your group to know *where* things are happening and how the setting may have changed. So that's your job: to track carefully where the action takes place during today's reading. Describe each setting in detail, either in words or with an action map or diagram you can show to your group. You may use the back of this sheet or another sheet. Be sure to give the page locations where the scene is described. **Evaluate** how the setting impacts character, conflict, or theme.

Describe or sketch the setting

- **where today's action begins**
Page where it is described _____

- **where today's key events happen**
Page where it is described _____

- **where today's events end**
Page where it is described _____

Topic to be carried over to the next session: _____

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Literature Circles Role Sheet

Investigator*

Name _____ Circle _____

(group's name)

Book _____

Meeting Date _____ Assignment Pages _____ to _____

Investigator: Your job is to dig up some background information on any topic related to your book. Choose one of the following. Once one of the following investigations has been done by a group member, you must choose from the remaining investigations. Place a check by ones that have been done.

- the geography, weather, culture, or history of the book's setting
- information about the author – her/his life and other works
- information about the time period portrayed in the book
- pictures, objects, or materials that illustrate elements of the book
- the history and derivation of words or names used in the book
- music that reflects the book or its time

This is *not* a formal research report. The idea is to find bits of information or material that helps your group better understand the book. Investigate something that really interests you – something that struck you as puzzling or curious while you were reading.

Sources for information

- the introduction, preface, or “about the author” section of the book
- library books and magazines
- online computer search or encyclopedia
- interviews with people who know the topic
- other novels, nonfiction, or textbooks you've read

***You must cite your sources.

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