**Lit Circles**

For our next novel study, you will be selecting a book from titles we have on hand here at the school. Once you have made your selection, you will be placed into groups\* according to the book you’ve selected. In your groups, you will determine a schedule to follow. The first day for discussion will be April 11th. The last day will be May 6th (ten classes total). For each Day 1, determine with your group which chapters you will be discussing in your lit circles those days. If, for example, I’m in a group that is reading *The Outsiders*, my group would probably divide that 180-page book into eight days of discussion so we could leave two lit circle days for working on our project. We’d probably figure on reading around 25 pages for each discussion period but would likely divide that up by chapter.

Each group will be responsible for putting together a presentation of their book, including some research into the author. We will discuss more details about this later.

Additional assessment tasks will include making connections paragraphs and journal responses. These will be completed individually and will be done in class.

The class format will be divided as follows: first 20 minutes for silent reading (AR) followed by 20 minutes of lit circles. You will peer and self-assess your participation in the discussions. The remaining 40 minutes of class will be spent on other tasks. These tasks may include both formal and informal writing, beginning some research of the author for your novel, prep time for your presentations, language conventions (grammar), and other English tasks.

\*Please note, if there are fewer than four students who have selected a particular book, those students may be asked to select a different one.

**Summary**

* Choose a book.
* Be placed into a group of students who will read the same book.
* Determine your reading schedule so discussion can begin April 11 and end May 6th.
* Summative tasks include one group project (presentation) and individual writing.
* Students will participate in determining the criteria for the presentations and will peer assess.

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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| April | 4 | 5 | 6 | 7  **Lit Circles** –Picking, Planning, and Starting | 8 | 9 |
| 10 | 11  **Lit Circles** – Discussion 1  **Dante Work Block** | 12 | 13  **Lit Circles** – Discussion 2  **Dante Work Block** | 14 | 15  **Lit Circles** – Discussion 3  **Dante Work Block** | 16 |
| 17 | 18 | 19  **Lit Circles** – Discussion 4  **Dante Work Block** | 20 | 21  **Lit Circles** – Discussion 5  **Dante Work Block** | 22 | 23 |
| 24 | 25  **Lit Circles** – Discussion 6  **Dante Projects Due** | 26 | 27  **Lit Circles** – Discussion 7  **Dante Projects Due** | 28 | 29  No School | 30 |
| 1 | 2  **Lit Circles** – Discussion 8  **Poetry** | 3 | 4  **Lit Circles** – Discussion 9  **Poetry** | 5 | 6  **Lit Circles** – Discussion 10  **Poetry** | 7 |
| 8 | 9 | 10  **Lit Circles** – Work Block | 11 | 12  **Lit Circles** – Projects Due (Presentation) | 13  Walkathon | 14 |
| 15 | 16 | 17  **Poetry** | 18 | 19  **Poetry** | 20 | 21 |
| 22 | 23  No School | 24  **Poetry & Exam Prep** | 25 | 26  **Poetry & Exam Prep** | 27 | 28 |
| 29 | 30  **Poetry & Exam Prep** | 31 | 1  **Poetry & Exam Prep** | 2 | 3  **Poetry & Exam Prep** | 4 |

**Lit Circle Plan**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Novel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Date** | **Suggested**  **Focus** | **Chapters/Pages** | **My Duties** | **My Peers’ Duties** |
| April 11 | The Protagonist |  |  |  |
| April 13 | Setting |  |  |  |
| April 15 | Characters |  |  |  |
| April 19 | Author’s technique |  |  |  |
| April 21 | Genre |  |  |  |
| April 25 | Conflict |  |  |  |
| April 27 | Related Works |  |  |  |
| May 2 | Conclusions |  |  |  |
| May 4 |  |  |  |  |
| May 6 |  |  |  |  |
| May 10 |  |  |  |  |
| May 12 | **Presentations** |  |  |  |

**Lit Circle Assessment**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Self Peer Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Yes (2) | Somewhat (1) | No (0) |
| completed assigned reading before the start of class |  |  |  |
| fully prepared the material for assigned role |  |  |  |
| participated fully in discussion without dominating |  |  |  |
| brought all required materials to discussion |  |  |  |
| carefully listened to others during the discussion |  |  |  |
| responded to questions/comments |  |  |  |
| wrote a thoughtful journal response |  |  |  |
| responded orally to a peer’s journal response |  |  |  |

Total: \_\_\_\_\_\_\_\_\_\_\_/16

**Materials to bring:**

* Pens/pencils
* Novel
* Material pertaining to role: questions, summary, storyboard, vocabulary sheet

**If you are going to be away, please send whatever material you are responsible for to your group.**

**Roles**

**Director/Questioner** - Prepare at least 5 thoughtful questions that will lead to discussion and lead the discussion (refer to handout).  
**Illustrator**- (part of director's duties in groups of 4) Draw something like a comic strip for the section of the book that you've read.  Include all relevant information.  
**Summarizer** - Prepare a summary of your section.  
**Vocabulary Builder** - Find half a dozen words in your section.  They can be words you are unfamiliar with or simply words you think are powerful.  Complete the chart by writing the sentence you found the word in plus page number, identifying the part of speech, writing the definition as it is used in the section, and writing your own original sentence with the word.  
**Travel Tracer** – Carefully track where the action takes place in the day’s reading.

Groups of 4: Eliminate **Travel Tracer**.  
Groups of 5: You're in good shape.  
Groups of 6: Add **Researcher** role: dig up background information on a relevant topic in the book.

**Vocabulary Sheet – Lit Circles**

Novel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Sentence in Novel and Page Number** | **Part of Speech** | **Definition** | **Creative Sentence** |
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**Lit Circle Final Assessment**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Novel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Self Peer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Superior - 6 | Proficient - 5 | Competent - 4 | Adequate - 3 | Inadequate - 2 | Unacceptable - 1 |
| completed all assigned reading before class | Every class, all readings done | Almost every class, all readings done | Most classes all readings done | Some classes all readings done | All readings done a few classes | Almost no reading done before classes |
| fully prepared the material for assigned role | Every class, all preparation done | Almost every class, all preparation done | Most classes, all preparation done | Some classes all preparation done | Some preparation done some classes | Almost no preparation done |
| participated fully in discussion without dominating | Every class, participated fully | Almost every class, participated fully | Participated fully most of the time | Participated most classes but not necessarily fully | Some participation | Very little participation |
| brought all required materials to discussion | Every class, all materials | Almost every class, all materials | Most classes almost all materials | Some materials some of the time | Rarely brought all materials | Missed at least one thing each class |
| carefully listened to others during the discussion | Every discussion | Almost every discussion | Most discussions | Some of the discussions | A few of the discussions | Almost none of the discussions |
| wrote thoughtful  journal responses | Each time | Almost every time | Most of the time | Some of the time | At least twice | No |
| contributed fully to project | Equally with other partners | Mostly equally | A fair share or a bit more than others | Almost all the project/very little | Hardly at all | Yeah….no |

Total: \_\_\_\_\_\_\_\_\_\_\_/42 Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Novel Presentations**

Content: title, author, main characters, fun facts, summary, no spoilers, info about author, visuals (images)

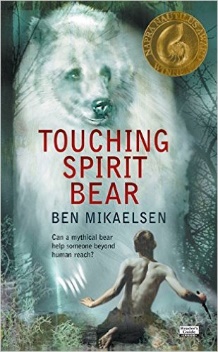
Format: choice of – posters, Power Point, diorama, pamphlet, videos, Prezi, trailer, skit (any one or a combo of these choices)

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  | Includes title and author |
|  | Includes all main characters |
|  | Includes at least one fun fact |
|  | Includes a good summary |
|  | Includes info about author |
|  | Visuals are appropriate and effort has been made |
|  | Presentation is shared equally |
|  | Voices are loud enough |
|  | Eye contact is made |
|  | Approximately 5 minutes (No penalty for exceeding.) |

Presentation rubrics will be used along with this checklist.

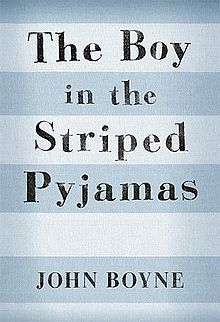
**Books to choose from:**

**Touching Spirit Bear –** Ben Mikaelson

After severely injuring Peter Driscal in an empty parking lot, troublemaker Cole Matthews is in major trouble. But instead of jail time, Cole is given an alternative: a one-year banishment to a remote Alaskan island. This program—called Circle Justice—is based on Native American traditions that provide healing for the criminal mind. To avoid serious jail time, Cole resolves to go. While there, Cole is mauled by a mysterious white bear and left for dead. Thoughts of his abusive parents, helpless Peter, and his violent anger cause him to examine the root of his troubled ways.

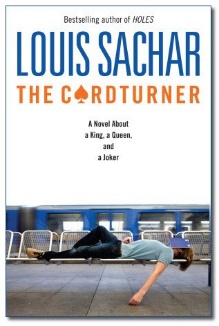
**Bar Code Tattoo** – Suzanna Weyn

Individuality vs. Conformity  
  
Identity vs. Access  
  
Freedom vs. Control  
  
The bar code tattoo. Everybody's getting it. It will make your life easier, they say. It will hook you in. It will become your identity.

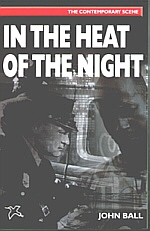


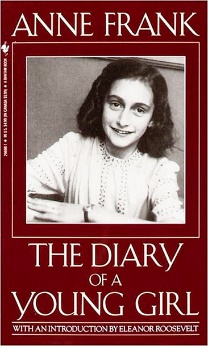
**Boy in the Striped Pajamas** – John Boyne

Berlin, 1942: When Bruno returns home from school one day, he discovers that his belongings are being packed in crates. His father has received a promotion and the family must move to a new house far, far away, where there is no one to play with and nothing to do. A tall fence stretches as far as the eye can see and cuts him off from the strange people in the distance.



**The Cardturner** – Louis Sachar   
   
The summer after junior year of high school looks bleak for Alton Richards. His girlfriend has dumped him to hook up with his best friend. He has no money and no job. His parents insist that he drive his great-uncle Lester to his bridge club four times a week and be his cardturner—whatever that means. Alton’s uncle is old, blind, very sick, and very rich.





**Diary of a Young Girl** – Anne Frank

Discovered in the attic in which she spent the last years of her life, Anne Frank's remarkable diary has since become a world classic—a powerful reminder of the horrors of war and an eloquent testament to the human spirit.

**In the Head of the Night** – John Ball

It's the 1960s. A hot August night lies heavy over the Carolinas. The corpse -- legs sprawled, stomach down on the concrete pavement, arms above the head -- brings the patrol car to a halt. The local police pick up a black stranger named Virgil Tibbs, only to discover that their most likely suspect is a homicide detective from California -- and the racially tense community's single hope in solving a brutal murder that turns up no witnesses, no motives, no clues.