

Lit Circle Notes: Introduction

Name

Date

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Deadline

You must finish this book and all related assignments by: Wednesday, June 6th.

Assessment

You will be assessed according to:

- the quality of your contributions to your lit circle discussion
- the extent to which you keep up with your responsibilities to your group
- the quality of your ideas on your Lit Circle Notes
- the quality of your group's discussion

Assignments

Your group must:

- assign itself the reading for each night, pacing yourselves so you get it done by June 6th.
- hold each member accountable for work, contributions to discussion, and respectful participation
- rotate the assigned roles so that each night someone has a different responsibility; when you complete one cycle through the group, begin again as you think appropriate, rotating jobs daily.

Schedule

Here is the schedule for each week:

- Monday
 - LC (Lit Circles)
 - Groups meet
- Tuesday
 - LC (Lit Circles)
 - Read and roles
- Wednesday
 - LC (Lit Circles)
 - Groups meet
- Thursday
 - LC (Lit Circles)
 - Read and Roles
- Friday
 - LC (Lit Circles)
 - Groups meet

Source: I must credit Harvey Daniels with the idea of Lit Circles. Though I have taken small liberties with the ideas and roles, and created my own Lit Circle Notes pages, the core ideas and technique are his, not mine. To learn more, read Harvey Daniels's book *Literature Circles: Voice and Choice in the Student-Centered Classroom* (Stenhouse 1994)

ion Director: Your role demands that you identify the important aspects of a signed text, and develop questions your group will want to discuss. Focus on major themes or “big ideas” in the text or your reaction to those ideas. What questions you will most likely interest those in your group. You are also responsible for organizing your group’s discussion.

Sample Questions

- What were you thinking about as you read?
 - What did the text make you think about?
 - What do you think this text/passage was about?
 - How might other people (of different backgrounds) think about this text/passage?
 - What question would you ask the writer if you got the chance? Why?
 - What are the most important ideas/moments in this text/section?
 - What do you think will happen next--and why?
 - What was the most important change in this section? How and why did it happen?
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Illustrator: Your role is to draw what you read. It might mean drawing a scene as a cartoon or a sequence of events, or an important scene so readers can better understand the action. You can draw organizational trees to show how one place, or event relates to the others. Use the notes area to explain how your drawing connects to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Sample Questions

- Ask members of your group, “What do you think this picture means?”
 - Why did you choose this scene to illustrate?
 - How does this drawing relate to the story?
 - Why did you choose to draw it the way you did?
 - What do we see--i.e., who and/or what is in this picture?
 - What, if anything, did drawing it help you see that you had not noticed before?
 - What did this quotation/passage make you think about when you read it?
 - What are you trying to accomplish through this drawing?
-

Analyst: Your job is to connect what you are reading with what you are studying in the world outside of school. You connect the story to events in your own life, current events, political events, or social trends. Another important source of information is books you’ve already read. These connections should be meaningful to you and those in your group.

Sample Questions

- What connections can you make to your own life?
 - What other places or people could you compare this story to?
 - What other books or stories might you compare to this one?
 - What other characters or authors might you compare to this one?
 - What is the most interesting or important connection that comes to mind?
 - How does this section relate to those that came before it?
-

Word Watcher: While reading the section, you watch out for words you are learning. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the location of the words so the group can discuss them in context.

Questions: Which words are used frequently?

Questions: How are words used in unusual ways?

Word Watcher: Prepare a brief summary of what you have learned from the section.

Questions: Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what part of speech is this word?

Questions: Is the connotative meaning of this word important to you?

Questions: Is the denotative meaning of this word important to you?

Questions: How do you think the author would use this word?

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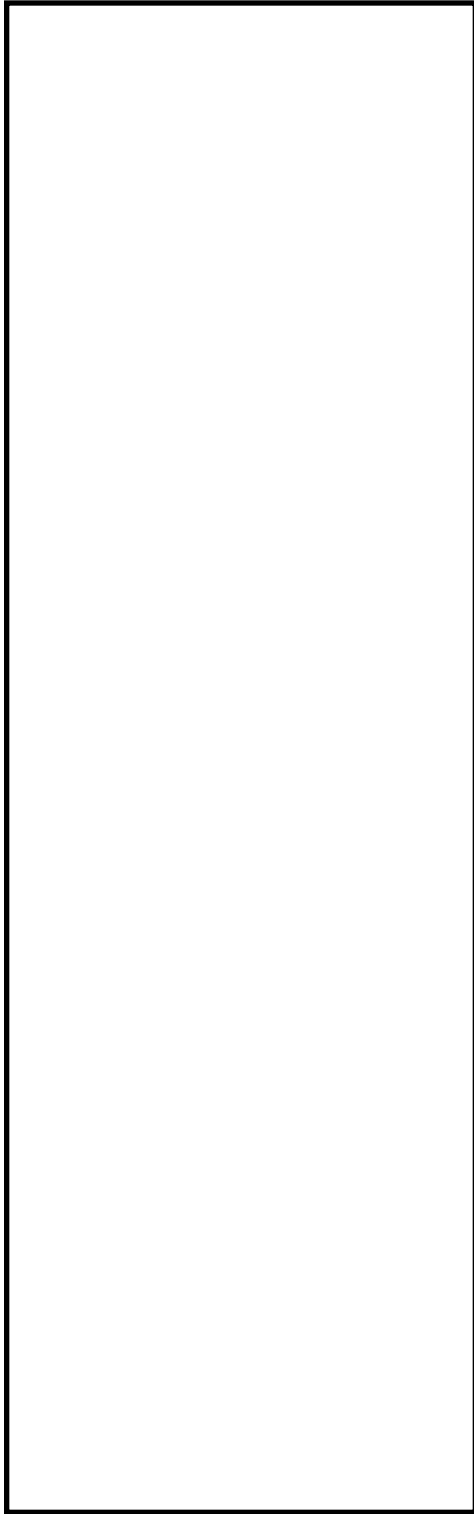
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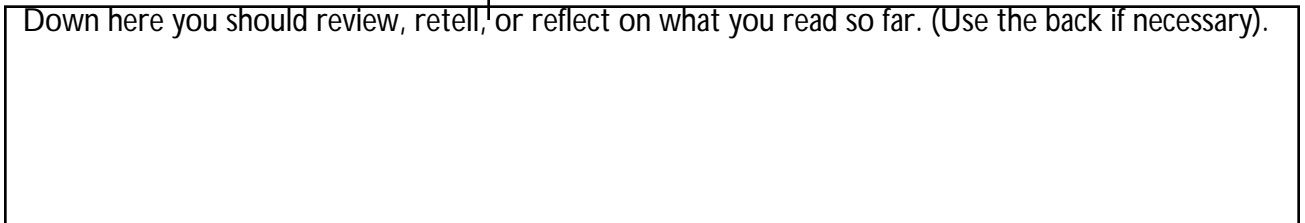
Sample Questions

- What are the most important events in the section you read?
- What makes them so important?
- What effect do these events have on the plot or the other characters?
- What changes--in plot, character, or tone--did you notice when you read?
- What questions might appear on an exam about this section you read?
- What might be a good essay topic for this section of the story?

Lit Circle Notes: Exemplars and Reminders



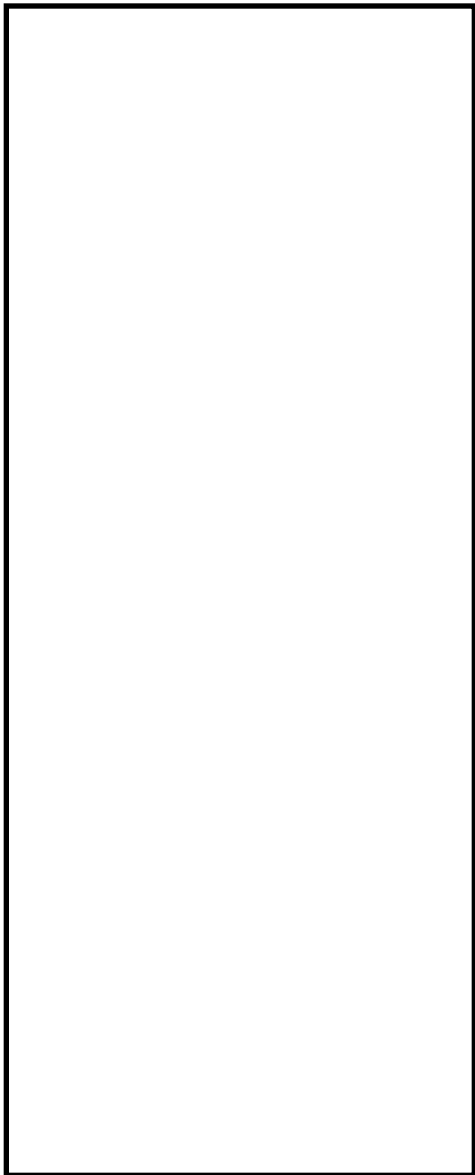
Down here you should review, retell, or reflect on what you read so far. (Use the back if necessary).



Lit Circle Notes: Illustrator

Name

Date



Lined writing area for notes.



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