**Weekly Literature Circles 3rd hour**

Group 1 Group 2 Group 3

**Atif, Eshal** **Blue, Jada**  **Cameron, Sofia**

**Dukaj, Michael** **Fenwick, Samantha** **Hanna, Daniel**  
**Foster, Sophie** **Idyle, Riley**  **Kosmidis, Ioanna**

**Dubey, Connor**  **McLaughlin, Riley**

Group 4 Group 5 Group 6

**Carter, Emily**  **Corpel, Jacques**  **Culverhouse, Sophia**

**Esho, Joanna**  **Essa, Melessa** **Hill, Katherine**

**Lor, Blossom** **Morales Gomez, Arlene Morales Gomez, Kaitlyn**

**Marku, Klaudia** **Shippy, Katie Wardiya, Neal**

Group 7 Group 8

**Hunko, Maya**

**Selimagic, Ariana**

**March, Korbin**

**How it works:**

* Use notes to guide the group’s reading and discussion, according to the role you are filling for the session.
* Be open and make sure you are participating in the discussion whether leading or not.
* You are welcome to disagree with the person leading discussion- the book should be the foundation of your discussion and all support should come directly from the book. Remember to be respectful.
* Rotate roles every week. Everyone takes a turn doing each role. By the end of the month- you should complete each role once.
* This is your group until we finish the novel
* All reading and work should be completed before Monday. If you are unprepared- you will lose points for the week.
* Have fun!

**Week 1:** Read chapters 1-8 p. 1-52

**Week 2:** Read chapters 9-14 p. 52-87

**Week 3:** Read chapters 15-20 p. 87-122

**Week 4:** Read chapters 21-30 p. 122-182

**Literary Luminary**

The Literary Luminary locates 4 sections of text to share with the group and states the reasons for choosing the selections.

**Possible Reasons for choosing a passage to be shared might include**:

|  |  |  |
| --- | --- | --- |
| Figurative Language | Theme | Imagery |
| Connotative Language | Literary Terms | Plot |
| Characterization | Effect on the reader | Structure / punctuation usage |

|  |
| --- |
| Passage 1 Page #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Paragraph\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose the passage?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Passage 2 Page #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Paragraph\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose the passage?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Passage 3 Page #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Paragraph\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose the passage?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Passage 4 Page #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Paragraph\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose the passage?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Vocabulary Enricher**

The Vocabulary Enricher clarifies and identifies meaningful word choice on behalf of the author. In this role, the person writes down how the word was used in the story as well as the definition. Identify the “plan” for each word in the chart- turn in attachments with discussion.

**3 OF THE WORDS MUST COME FROM PROVIDED LIST.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Page and Paragraph # | Word | Sentence from book | Dictionary definition | Plan # |
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Plan Options:

1. Create a non-linguistic representation of the word on an index card with a caption using the word
2. Create skit or rap to present word(s)
3. Write a short story or poem using the word(s).

**Discussion Director**

The Discussion Director asks questions to increase comprehension

1. Determine a common theme for this week’s reading- support your analysis with specific examples from the book.

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1. What is revealed about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when he says / does \_\_\_\_\_\_\_\_\_\_\_\_\_\_?

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

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1. How does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ point of view differ from the reader or another character?

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

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1. How does the author use characterization to get the reader to like/ dislike \_\_\_\_\_\_\_\_\_\_\_\_\_?

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

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1. Make an inference that you can support with examples from the book.

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1. Identify a phrase the author used purposefully- why did he use it?

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Checker

The checker verifies completion of all of the tasks / assignments. He helps monitor discussion and encourages equal participation.

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| --- | --- | --- | --- | --- |
| Name | Job | Completed Reading | Participated in discussion | Completed Task |
|  |  |  |  |  |
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**+** per box= Appears to have completed reading, participated in discussion and came to class with a completed task.

Evaluation of our group (summary of discussion- what did your group do well, what will they work on improving for your next meeting?) If you were asked to grade the group- what grade would you give?

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Group Grade for the week\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_